



Vancouver Community College Education Council
 Meeting Agenda
 October 12, 2021
 3:30–5:30 p.m. Videoconference
<https://vcc.zoom.us/j/67417744175>
 Meeting ID: 674 1774 4175
 Phone: 778 907 2071

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		E. Ting	1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	E. Ting	1 min	✓	3-9
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Ting	1 min		
6.	BUSINESS ARISING					
	a. Annacis Island Update	Info	D. Wells	5 min		
	b. Mental Health Framework	Info	C. Munro, E. Pedersen	25 min	✓	10-23
	c. Microcredentials Approval Process - Draft	Info	F. Barillaro, C. Sauv�, T. Rowlatt	15 min	✓	24-35
	d. Planning for the New Normal in Teaching – Program Reset Working Group Update	Info	T. Morgan	10 min		
	e. EdCo Planning Day	Info	E. Ting	2 min		
	f. EdCo and Committees Meeting Schedule 2022	Approval	E. Ting	2 min	✓	36
	g. EdCo Elections	Info	E. Ting	2 min		
	h. Interim EdCo Chair Election	Decision	D. McMullen	10 min		
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. New Courses: CSTP 1104 & 1106	Approval	R. Nezami	5 min	✓	37-47
	ii. Program Updates: Bachelor of Science in Nursing (BSN) First Year Entry & Advanced Entry	Approval	S. Desbiens	5 min	✓	48-73

Item	Topic	Action	Speaker	Time	Attachment	Page
iii.	Program Updates: <ul style="list-style-type: none"> Professional Cook 1 Plus Certificate Professional Cook 1 Certificate (ITA Youth Cohort) Professional Cook 1 Certificate (EAL Cohort) Professional Cook 2 Advanced Certificate Culinary Arts Diploma 	Approval	J. Lewis	5 min	✓	74-121
iv.	Curriculum Documentation Approval Timeframe 2022	Info	T. Rowlatt	1 min	✓	122
b.	Policy Committee	Info	N. Mandryk	2 min		
c.	Appeals Oversight Committee					
i.	Dissolving the Committee	Discussion	L. Griffith	15 min	✓	123-128
d.	Education Quality Committee	Info	T. Rowlatt	2 min		
8.	RESEARCH REPORT	Info	E. Ting	2 min		
9.	CHAIR REPORT	Info	E. Ting	2 min		
10.	STUDENT REPORT	Info	S. Sullivan	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min		
	November 9, 2021, 3:30–5:30 p.m.					
	EdCo Planning Day: November 26, 9:00 a.m. – 12 noon					



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

September 14, 2021

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Elle Ting (Chair)
 Natasha Mandryk (Vice-Chair)
 Ali Oliver
 Brett Griffiths
 Dave McMullen
 David Wells
 Heidi Parisotto
 Jo-Ellen Zakoor
 John Demeulemeester
 Julie Gilbert
 Lucy Griffith
 Marcus Ng
 Natasha (Student Representative)
 Sarah Kay
 Shantel Ivits
 Todd Rowlatt

Guests

Adrian Lipsett
 Andy Sellwood
 Anne Emberline
 Claire Sauvé
 Clay Little
 Dawn Cunningham Hall
 Dennis Innes
 Fred MacDonald
 Jennifer Gossen
 Jennifer Vo
 Maurice Della-Savia
 Mehran Jamshidi
 Pervin Fahim
 Phoebe Patigdas
 Rebekkah Bennett
 Reza Nezami
 Shirley Lew
 Tannis Morgan
 Taryn Thomson

Regrets

Blair McLean
 Julia Skye Summers
 Shane McGowan

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the College is located on the traditional unceded territory of the Sk̓wx̓wú7mesh Úxwumixw (Squamish), x̣ṃəθḳẉəɣ̣əm (Musqueam) and Tsleil-Waututh peoples, and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

THAT Education Council adopt the September 14, 2021 agenda as
MOTION: amended, with added items 6i) Culinary Arts Update and 6j) Program Reset Working Group Update.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the June 8, 2021 minutes as presented.

Moved by M. Ng, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Annacis Island Update/Feasibility Report

- D. Wells provided an update on negotiations with BCIT. The Feasibility Working Group submitted its final report outlining different options for the future of HMT programming at VCC. A townhall was held for HMT faculty and staff on August 30. T. Thomson provided an update from the VCCFA side. T. Rowlett thanked the working group members for their contributions to the report, which was shared with EdCo members.

b) Affiliation Agreement with Stenberg College

MOTION: THAT Education Council recommend the Board of Governors approve, in the form presented at this meeting, the Affiliation Agreement between VCC and Stenberg College International (SCI) regarding the Optician Diploma program at VCC.

Moved by D. Wells, Seconded & CARRIED (13 in favour; 1 abstention).

- The draft affiliation agreement, signed licensing and draft rental agreements were distributed separately via email. C. Sauvé presented revisions made to the affiliation agreement in response to feedback from the June EdCo meeting and additional consultations over the summer.
 - The clause on credit transfer was removed and replaced with a reference to VCC's Transfer Credit policy (D.3.11).
 - Use of each institution's logo by the other party will be restricted to marketing efforts for the Optician Diploma program.
 - A student resource guide was created outlining all VCC support services, amenities near the Surrey SC campus, policies, etc. There will be two student orientation sessions for each intake (with International Education and Continuing Studies). The plan is for on-site delivery starting in May 2022; should delivery need to move online, the resource guide would be updated.
 - C. Sauvé toured both the main Stenberg College campus (currently housing the Optician program) and the nearby satellite campus, at which the VCC Optician program will be delivered. The satellite campus was previously used by Douglas College and is currently undergoing renovations. Extensive amenities will be available to both students and instructors at the campus and in the surrounding area (Surrey Central). The long-term goal is to build a lab at VCC to house this program. The campuses are accessible, and there is space available to provide exam accommodations.
 - Measures to ensure instructor support and instructional quality will include course and program evaluations, to meet both accreditation body (National Alliance of Canadian Optician Regulators-NACOR) and VCC standards. Instructors will be supported in reflection and enhancing their instruction through meetings and workshops each term.
- Initial conversations have begun with NACOR and Accreditation Canada, and the formal accreditation process will start upon approval of the program. The first step is an initial assessment to achieve registered status (up to six months before the program start date); full accreditation will take place at a later date, once there are program graduates.

c) Return to Campus & Governance Implications: Alternative Process for Curriculum Changes during the COVID-19 Pandemic - Update

MOTION: THAT Education Council extend the alternative curriculum change process approved on May 12, 2020 for the Fall 2021 and Winter 2022 programming (until the end of March 2022).

Moved by A. Oliver, Seconded & CARRIED (Unanimously)

- E. Ting presented the proposal. In May 2020, Education Council approved an alternative curriculum change process for changes necessitated by the COVID-19 pandemic. In view of Phase 4 of BC's COVID-19 Restart Plan being delayed indefinitely, and to avoid creating workload issues for faculty during the return to campus, the EdCo Executive recommended extending the alternative process until the end of the fiscal year (March 2022).
- Members discussed the importance of informing students of changes ahead of time, and there were questions about withdrawal dates, which require further discussion. The alternative curriculum change process stipulates that students should be informed as early as possible, taking into account changing orders from the Provincial Health Officer (PHO).

d) Concept Papers: UI/UX Design Diploma & Web Design and Development (WDD) Diploma

- A. Emberline presented the concept paper for the UI/UX Design Diploma (User Interface/User Experience), consisting of three laddering certificates targeted at students with different levels of experience: a Design Foundation Certificate, a UI/UX Design Certificate, and a UI/UX Design Professional Practice Certificate. The program is unique, as it is suitable for students without any experience in this field and allows multiple entry and exit points. Since some of the courses are part of the current Graphic Design Diploma, the launch of this program will support delivery of a more flexible part-time option in Graphic Design.
- The Web Design and Development (WDD) Diploma combines existing courses from the Graphic Design and Computer Systems Technology Diplomas to teach students about both the aesthetics of design and backend coding. Students will have a choice of electives to specialize in their area of interest.
- International graduates of both programs will be eligible for a Post-Graduation Work Permit (PGWP). Both fields are in high demand, and these proposals support VCC's plan to expand its technology offerings.
- It was recommended to consult with the Registrar's Office to confirm the proposed programs meet VCC's credential policy. Extensive consultation is planned. There was a longer conversation about the proposed EDI course and how Indigenization would be incorporated throughout the program. EdCo members noted the general need for faculty support around EDI and Indigenizing curriculum.
- The tuition listed in the business cases is only preliminary and will be finalized once the programs are developed and potential funding opportunities explored.

e) Academic Plan - Update

- D. Wells provided a brief update on the Academic Plan. Due to the province's push for more intakes in various health programs, the development of the HCA International Diploma was pushed back. A lot of work went into tuition changes for significantly revised programs (e.g., the Pharmacy Technician Certificate program). The new Accounting and Marketing Diplomas went through governance, and the Business and Project Management Post-Degree Diploma has been updated.

f) Online Learning Agreement - Update

- A. Sellwood and S. Lew presented updates to the agreement and cover letter, incorporating feedback from the last EdCo meeting, particularly related to the emergency response section. It was clarified that in cases of student distress, the college would reach out to the student's emergency contact person (rather than emergency services).

- There were questions about the use of class recordings in cases of disciplinary/instructor conduct issues. There was a discussion about balancing accessibility with safety and privacy considerations. This is an emerging issue, as the increase in online delivery will likely lead to more requests for in-class recordings as part of an accommodation. The importance of student and instructor consent to being recorded was emphasized, which is difficult to control if third-party recording tools are used. A. Oliver reported that a group in Disability Services will put forward a proposal for development of a policy on recordings, which exists at most institutions. D. Wells will look into obtaining a legal opinion. 6

g) EdCo Meeting Time & Format

- E. Ting reported on the survey of EdCo members; 75% of respondents preferred continuing with online meetings. There was a slight preference for an earlier meeting time (1–3 p.m.). As there were concerns from student representatives about this schedule change, EdCo agreed to meet at the usual time in October and revisit this question after the elections.

h) EdCo Elections

- E. Ting announced the upcoming Education Council election dates (nomination period: September 20 to October 1; campaign period: October 4–8; voting period: October 13–19). The faculty seat distribution changed; Music and Dance were moved under Arts & Sciences; Trades, Technology and Design were combined; and one College-at-Large seat was converted to a second Health Sciences seat with a one-year term for this election (to stagger terms for these two seats).
- To reach out to potential student candidates, two online Q&A sessions for students will be held on September 20.

i) Culinary Arts Update

- J. Demeulemeester relayed concerns from Culinary Arts faculty about the cancellation of a Professional Cook 1 Certificate (EAL Cohort) intake six weeks before the start, instead of keeping registration open for a longer period. D. Innes explained that the decision was made based on low enrolment numbers by early August, coupled with historical data on student attrition during the first few weeks. Cancelling the program closer to the start date would have been problematic for students who have planned around this ten-month program. While enrolment has been decreasing over the last few years, there are no plans to suspend the program. Student recruitment efforts have included outreach to EAL Pathways students.

j) Program Reset Working Group Update

- T. Morgan reported that the larger working group held its third meeting on September 1 to discuss identified gaps and how to address them. Phase 2, from September to March, will consist of continued monitoring and improvements. Several subgroups are working on addressing more immediate issues, e.g., around classroom usage.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course: MATH 2120 Discrete Mathematics 2

MOTION: THAT Education Council approve, in the form presented at this meeting, the new course MATH 2120 Discrete Mathematics 2.

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

- T. Rowlatt presented the proposed new second year university-transfer course, which is expected to support students interested in transferring to the Software Systems program at Simon Fraser University. Curriculum Committee discussed the heavy use of exams, which is common in this field.

ii) Course Updates: DRFT 1270-1278 & 1371-1375

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to 14 architectural technician courses: DRFT 1270-1278 and DRFT 1371-1375.

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

- T. Rowlatt presented proposed course updates, including to pre-requisites. Curriculum Committee supported the changes.

iii) New Program: Optician Diploma

MOTION: THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the new Optician Diploma program, and recommend the Board of Governors approve the credential.

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

- T. Rowlatt presented the curriculum, which was licensed from Stenberg College and slightly adjusted to align with VCC standards. Curriculum Committee requested only minor changes. Provisional approval is sought for this program, meaning that a subcommittee of Education Quality Committee will provide support during the first run of the program.

iv) Program Update: Business and Project Management Post-Degree Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Business and Project Management Post Degree Diploma and 16 new courses.

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

- T. Rowlatt presented the significant revisions, restructuring all four terms and introducing project management content right from the beginning; currently, first-year courses are shared with the Canadian Business Management (CBM) Post-Degree Diploma, and project management is not introduced until Term 3. This change was requested by both instructors and students. In addition, new content was added around operations/supply chain management. There were extensive consultations with department faculty; while there were some reservations about the decreased number of business courses, the department was overall in favour. The planned launch date was postponed from January to May 2022 due to the amount of work required by the Registrar's Office.

v) Program Update: Pharmacy Technician Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide and 15 new courses for the Pharmacy Technician Certificate program, and recommend the Board of Governors approve the implementation of the revised program.

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

- T. Rowlatt presented proposed program updates to comply with new Canadian Council for Accreditation of Pharmacy Programs (CCAPP) accreditation standards from 2019. Changes included an increase in practicum hours, and a new sterile product standard. The program was restructured into 15 new courses; as the number of credits increased, there was a conversation with the ministry around resetting the tuition. Due to the change in tuition, Board approval is required for the implementation of the revised program. Curriculum Committee had no concerns about the proposal.

b) Policy Committee

i) D.1.5 Use of Library Resources

MOTION: THAT Education Council recommend the Board of Governors approve, in the form presented at this meeting, D.1.5 Use of Library Resources policy and procedures.

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

- N. Mandryk presented the revised policy, which was posted for community feedback in May. No feedback was received. Education Policy Committee recommend only a few minor edits for clarity at its August meeting.

ii) D.3.6 Admissions & C.2.1 International Students on Study Permits (rescind)

MOTION: THAT Education Council recommend the Board of Governors approve, in the form presented at this meeting, D.3.6 Admissions policy and procedures;

THAT Education Council recommend the Board of Governors rescind C.2.1 International Students on Study Permits policy and procedures.

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

- N. Mandryk presented the proposal. The content of policy C.2.1 was merged with policy D.3.6; other changes to D.3.6 were fairly minor. Both policies were posted for community feedback in June; no feedback was received. Education Policy Committee recommended a few minor edits for clarity at its last meeting.

c) Appeals Oversight Committee

- No report; there were not committee meetings over the summer.

c) Education Quality Committee

- T. Rowlett reported that the HMT Feasibility Working Group completed its report. There were no committee meetings over the summer, but a working group has been looking at program review and renewal processes to strengthen their connections to the Academic Master Plan and Strategic Innovation Plan.

8. RESEARCH REPORT

- E. Ting reported that A. Copp is developing an internal online resource for employee research, including information about scholarly publishing and open access.
- The REB has seen an increase in activity and continues to receive out-of-province requests. Three REB members are completing a training course in OCAP (ownership, control, access, and possession of First Nations' data and information).

9. CHAIR REPORT

- E. Ting announced tentative dates for EdCo Planning Day: November 19 or 26.
- The Academic Governance Council is expected to meet in October; members were invited to suggest topics for discussion.

10. STUDENT REPORT

- P. Patigdas reported on SUVCC activities to welcome students back to campus and inform them of SUVCC's online and in-person services; the office is again open Mondays–Thursdays from 10 a.m. to 4 p.m. Welcome kits can be picked up in person or mailed.
- Elections for SUVCC's Board of Directors are underway (nomination period: September 13–24; online voting: October 12–15). The union is also campaigning to get students engaged in the federal election.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 12, 2021, 3:30–5:30 p.m.

MOTION: THAT Education Council adjourn the September 14, 2021 meeting.

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

- The meeting was adjourned at 5:17 p.m.

Elle Ting

Chair, VCC Education Council



Mental Health and Well-being Framework

October. 1, 2021

Land acknowledgement

We acknowledge that Vancouver Community College is located on the traditional and unceded territories of the x̱m̱əθḵə́ əm (Musqueam), S̱ḵw̱x̱ wú7mesh (Squamish), and sə́liḻw̱ ə́taʔ (Tseil-Waututh) peoples who have been stewards of this land from time immemorial.

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Executive Summary

The need for post-secondary institutions like ours to cultivate an environment that supports mental health and well-being has already been recognized for decades. Research has emphasized the value of a campus community that is purposeful, open, just, disciplined, caring and celebrative.

This Mental Health and Well-being Framework is meant to guide Vancouver Community College's (VCC) efforts in promoting mental health for the next five years (2021-2025). It was guided by VCC's Mental Health and Well-being Steering Committee, whose members were brought together from across the college.

This framework is the result of an extensive consultation process and website audit, involving focus groups, community dialogues, and a campus-wide survey that engaged a wide range of VCC students and employees, including staff, faculty, and administrators ("our community").

This framework was informed by the needs and priorities of the VCC community along with sound theory and recognized best practices in campus mental health. Over the next five years, VCC's Mental Health and Well-being Steering Committee will lead us in implementing this framework and monitoring VCC's progress.

The following intent, mission, and commitments form the foundation and structure of this framework:

Intent

To identify what a mentally healthy campus community looks like for VCC and to inspire us in collective pursuit of this vision

Mission

To help our learning community think, speak, and act in appropriate and constructive ways regarding mental health

Commitments

Through the consultation process, six commitments emerged in our ongoing quest to be a mentally healthy community.

Overall Approach

We seek to promote health (including mental health) with an overarching focus on well-being and relate to our community's needs in a consistent, holistic, integrated, proactive, and culturally attentive way.

Organizational Systems

We seek to have diverse perspectives on well-being (including mental health) shape our institutional structures and operational practices.

Work and Learning Environment

We seek to have well-being (including mental health) influence our decisions around design and allocations of physical space as well as our provisions for work and leisure time.

Community Connectedness

We seek to strengthen positive relational and social connections among our members within and across departments and cultivate a culture of belonging, engagement, mutual support, and shared responsibility.

Educational Endeavour

We seek to develop well-being literacy (including mental health) as an essential component of our educational mandate and equip our staff and students to make contributions to the health of the campus community and the broader public.

Support Services

We seek to provide our community with safe and culturally responsive mental health resources both routinely and in times of urgent need. We also seek to raise awareness of these resources and to make them as convenient, direct, encouraging, and restorative as possible.

Endorsement

[from CMHA/Jonny Morris (TBC)]

Message from the President

[to come]

Orientation

Throughout this framework, we refer to health, mental health, and well-being. We understand these key concepts in a more affirmative, appreciative, and inclusive sense than is often found in common use.

- **Health** is holistic and inclusive well-being (physical, mental, social, cultural, spiritual, economic) that is much more than the absence of illness or injury. Health applies both to individuals and the wider communities they comprise.
- **Mental health** involves thriving rather than just surviving, flourishing instead of languishing, whether mental illness is present or not. As mentally healthy individuals, we are able to exercise our capacities, deal with life's pressures, function in a productive way, and benefit our communities. As a mentally healthy community, we will build and draw on our collective capacity, respond positively to the challenges and opportunities of public life, work collaboratively toward productive outcomes, and promote dignity and

equity among our members.

- **Promoting mental health** is about helping individuals and communities to better manage mental health and the factors that influence it. For us at VCC, this means fostering personal resilience among our members and shaping a favorable environment for everyone. Our efforts will attach high value to personal agency, wholesome relationships, diverse cultures, equal opportunities, and fairness.

Accordingly, our promotion of mental health at VCC will:

- involve equipping our community members to influence the conditions that affect our well-being (including our structures and systems) rather than simply trying to function under such conditions;
- be a shared collaborative endeavour with our respective roles and expertise complementing each other rather than engaging in fragmented and competing efforts;
- involve adopting initiatives through a participatory, consensus-based process that elicits invested ownership rather than constrained decision-making and adherence;
- prompt us to assist one another in a routine way rather than viewing care as a duty only for those who provide professional help;
- lead us, in situations where further assistance is needed, to enable each other to better attend to our own health and advance our shared well-being.

Intent and Mission

Intent

To identify what a mentally healthy campus community looks like for VCC and to inspire us in collective pursuit of this vision

The consultation process for this Mental Health and Well-being Framework made it clear that VCC members want to see our community enjoy mental health through a culture marked by:

- understanding, kindness, and compassion;
- strong connectedness and mutual support;
- regard for personal agency, diversity, and social justice.

The Commitments section of the framework further describes this vision. The need for higher education to contribute to enhancing the health of citizens and communities is also recognized by the 2015 [*Okanagan Charter: an international charter for health-promoting universities and*](#)

[colleges \[PDF\]](#). Promoting well-being within the college community not only helps our students complete their programs and earn credentials, but it is also equips students and employees to improve lives beyond our campuses and is inherent in VCC's focus on experiential learning.

Mission

To help our learning community think, speak, and act in appropriate and constructive ways regarding mental health

The consultation process for this Mental Health and Well-being Framework confirmed that VCC members want to see our campus community promote mental health and well-being by:

Building capacity and enhancing literacy

- Developing knowledge, skills, systems, and leadership to encourage cohesion on our mental health commitments
- Enhancing our infrastructure to support mental health projects and partnerships
- Empowering our members by elevating engagement, strengthening our connections, and utilizing our resources
- Extending our ability to understand and influence factors that impact our individual and collective well-being

Engaging in routine dialogue to foster empathy and normalize discourse

- Relating to each other as fellow humans through speaking but also truly listening
- Leaving conversations with a better understanding and appreciation of others, their experiences, and the different perspectives that make up our community
- Building trust that enables us to deliberate and strive for consensus while respecting our differences and our interdependence
- Recognizing and acknowledging common vulnerabilities in order to foster considerate discourse and shared responsibility for well-being

Collaborating, respecting difference, and working towards consensus

- Gratefully drawing on our rich social and cultural diversity to incorporate different experiences, frames of reference, insights, and concerns
- Building bonds within and bridges across departments and schools to benefit from a wide range of interdisciplinary expertise and gain complementary perspectives

- Cultivating a team spirit across our institution based on respect, competence, contribution, and accountability
- Providing exemplary leadership by modelling nurturing, transparent relationships, sharing power, and offering support

This mission recognizes that capacity building is not just a means to our goal of shared mental health; it is an integral part of it. Dialogue calls us to practice empathy and encourages us to offer support. Fully representative participation helps build a caring community whose members are assured we all matter and belong and are invested in both receiving and giving support.

Commitments

Our vision of VCC as a mentally healthy community leads us to make specific commitments in several interrelated aspects of our life and work. Each commitment involves a number of complementary ideals to which we aspire across our college.

Overall Approach

We seek to promote health (including mental health) with an overarching focus on well-being and relate to our community's needs in a consistent, holistic, integrated, proactive, and culturally attentive way.

- VCC appreciates that various dimensions of health (e.g., physical, mental, emotional, social, spiritual, economic) are intertwined and deserve equal respect and concurrent attention.
- VCC recognizes that individual and collective health are interdependent and that improvement of one contributes to improvement of the other.
- VCC understands that health is related to various contextual factors and environmental influences that require improvement.
- VCC endeavors to enable our members to exercise agency, autonomy, and accountability in working towards personal and shared well-being.
- VCC talks about mental health challenges in common and normalized ways and supports struggling members with the same regard as those with physical health challenges.

Organizational Systems

We seek to have diverse perspectives on well-being (including mental health) shape our institutional structures and operational practices.

- VCC expressly includes mental health and well-being in our vision, values, mission statements, work philosophy, personnel development, communication practices, and provision of services.
- VCC's governance and administrative structures reflect our diverse community, demonstrate openness, uphold social justice and impartiality, and pursue decolonization.
- VCC's academic structures appreciate and celebrate our diversity, encourage inclusion, enable equity and respect, and incorporate indigenous ways of knowing, teaching and learning
- VCC's operational practices embody principles of mutual respect and responsibility
- VCC's policies ensure representation and are attentive to the impacts on minorities or disadvantaged groups.
- VCC honours the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and responds to the Truth and Reconciliation Commission's Calls to Action addressing the historical exclusion of Indigenous people in education.

Work and Learning Environment

We seek to have well-being (including mental health) influence our decisions around design and allocations of physical space as well as our provisions for work and leisure time.

- VCC provides safe and attractive spaces in which to meet, relax, and engage in recreational / leisure activity or gather for cultural purposes
- VCC offers work and study spaces that support physical and mental health
- VCC encourages and ensures meaningful breaks during the work or school day
- VCC encourages and enables employees and students to adopt a healthy work-leisure balance.

Community Connectedness

We seek to strengthen positive relational and social connections among our members within and across departments and cultivate a culture of belonging, engagement, mutual support, and shared responsibility.

- VCC fosters connectedness in a wide variety of formal and informal ways in the workplace, classroom, and campus community.
- VCC promotes and practices dialogue that involves our members in decision-making and community building
- VCC prioritizes clear, respectful communication by notifying our members of developments and opportunities, providing mechanisms for routine feedback, and responding promptly to inquiries and requests

- VCC encourages meaningful, regular check-in sessions for our employees and students
- VCC provides opportunities for community story-sharing and celebration
- VCC seeks to emphasize “community” in its name, contributing to our neighbourhoods by forming strong connections and partnerships with diverse bodies including Indigenous groups/nations.

Educational Endeavour

We seek to develop well-being literacy (including mental health) as an essential component of our educational mandate and equip our staff and students to make contributions to the health of the campus community and the broader public.

- VCC incorporates well-being (including mental health) in our statements of academic goals and in our institutional learning objectives.
- VCC infuses well-being (including mental health) into curriculums across disciplines, professional development programs, teaching and learning workshops, course management, and assessment processes for staff and students.
- VCC takes a decolonizing perspective on collective health and well-being and recognizes the meaning of our place on unceded traditional Indigenous territory.
- VCC cultivates mental health literacy in our informal and casual conversations.
- VCC equips employees and students to navigate the challenges of post-secondary life, thereby decreasing mental health emergencies.
- VCC provides training opportunities for students and employees to develop cultural appreciation and sensitivity, build communication skills, and learn team building and conflict resolution techniques.
- VCC educates students and employees to recognize when individuals may be signaling for help, how to inquire with sensitivity, and provide immediate assistance or refer them to further support.

Support Services

We seek to provide our community with safe and culturally responsive mental health resources both routinely and in times of urgent need. We also seek to raise awareness of these resources and to make them as convenient, direct, smooth, encouraging, and restorative as possible.

- VCC makes appropriate self-support resources clearly available in a variety of ways including a dedicated webpage with helpful links and other awareness materials and campaigns.
- VCC strives to make professional counselling services promptly and readily accessible to our students and employees.

- VCC provides our students and employees with caring mental health assistance and accommodations to support them to remain and/or return to campus, as part of our Academic Policies and Collective Agreements.
- VCC encourages and facilitates access to more intensive and culturally sensitive mental health care and services for our community members.

Implementation

Activating the Mental Health and Well-being Framework will take planning and implementation efforts on the part of the entire college community. While this is a shared responsibility, our Mental Health and Well-being Steering Committee will take a principal role in driving and supporting these efforts by working collaboratively with departments and existing committees throughout the college. The Steering Committee will also direct its focus towards:

- establishing new working groups that will set specific objectives to ensure progress;
- strengthening communication and integration with other key college-wide planning initiatives (e.g., Indigenization, EDI, Campus Master Plan) in ways that emphasize collective and coordinated action.

Evaluation

[placeholder – will come after framework content is finalized]

Appendix: External Mental Health Resources

Resources for understanding and facilitating dialogue

Dialogue can bring people together and bridge divides. The goal of dialogue is to leave the conversation with a better understanding of a topic as well as different perspectives and experiences that contribute to deeper understanding.

- [Canadian Institute for Substance Use Research](#) (CISUR).

Health promotion principles, strategies, and processes

Various strategic documents lay out health promotion principles, processes, and strategies that may be useful to further mental health in our campus community and beyond.

- [A Comprehensive Approach to Mental Health Promotion and Suicide Prevention for Colleges and Universities: Insights from the JED Campus Program](#) [PDF]
- [A Guide to Campus Mental Health Action Planning](#) [PDF]
- [Capacity to Connect: Supporting Students' Mental Health and Wellness](#)
- [Framework for Evaluating Mental Health and Wellness Education and Training Resources](#)

- [Okanagan Charter: An international charter for health promoting universities and colleges](#)
- [Post-secondary Student Mental Health: Guide to a Systemic Approach](#) [PDF]
- [The National Standard for Mental Health and Well-Being for Post-Secondary Students](#)

Post-secondary mental health resources (environmental scan)

An environmental scan of current mental health resources was conducted of 25 post-secondary institutions throughout British Columbia. The scan included visitation of all 25 post-secondary school websites, specifically webpages that included topics and keywords such as mental health, counselling, student well-being, health, and wellness, etc. VCC may wish to draw inspiration from the following types of resources and supports.

- **Counselling for underrepresented groups**

A majority of post-secondary schools offer counselling to students and staff (often through separate services). A few institutions accommodate the counselling needs of particular sub-communities (e.g., Simon Fraser University's services for [Indigenous](#), [international](#), or [Black students](#)). Campuses who do not offer specifically tailored counselling services may offer external links to community resources. Providing diverse counselling services can reduce barriers to access for students seeking help.

- **Self-help Resources**

A common feature for many post-secondary schools is a self-help page that lists many mental health resources. These pages typically adopt a holistic approach, listing different resources for physical, emotional, intellectual, social, spiritual, environmental, and occupational health. These resources may also be offered in different languages. Some common resources include:

- | | | |
|-----------------------|---|---|
| ○ Anxiety BC | ○ MindHealth BC | ○ 24 hour Indian Residential Schools Crisis Line |
| ○ Anxiety Canada | ○ Mood Disorders Association of BC | ○ First Nations and Inuit Hope for Wellness Help Line |
| ○ Bounce Back | ○ Open Mind BC | ○ Healing in colour |
| ○ Crisis Centres | ○ Wellness Together Canada | ○ Indian Residential School Survivors Society (IRSSS) |
| ○ Foundry BC | ○ Y Mind: YMCA Mental Wellness Programs | |
| ○ HeadsUpGuys | ○ Kuu-us Crisis Line | |
| ○ HealthLink BC | | |
| ○ HeretoHelp | | |
| ○ Kelty Mental Health | | |
| ○ Kids Help Phone | | |

Many schools also reference self-help apps that practice mindfulness, meditation, mental health check-ins, learning coping skills, and more. Common apps mentioned are:

- Booster Buddy App
- Calm
- Daylio
- Happify
- Headspace
- Healthy Minds
- Insight Timer
- MindDoc: Your Companion
- MindShift CBT
- MoodMission
- MyLife
- Sanvello
- The Safe Place

- **Peer Mentorship**

Peer mentors or volunteers may also contribute to campus mental health by hosting outreach events and sharing health information on different mental health topics. **Well-trained peer volunteers**, (sometimes referred to from an Indigenous perspective as “cousins”) may offer activities, one-on-one supports, or provide referrals or information about resources. Other **peer wellness** approaches may offer non-judgmental listening and teaching of new skills for healthier coping. Examples include:

- [Peer Wellness Program](#) at Kwantlen Polytechnic University
- [Peer Wellness Sessions](#) at Langara College
- [Health Peers Program](#) at Simon Fraser University

For international students, a “buddy” program is often available to pair new international students with current domestic students to help ease their transitions. Such peer-led programs may offer a form of social connection and reduce gaps in knowledge of available supports.

- **Mental Health Promotion Events**

Mental health-focused campus events can create opportunities for social connection while promoting mental health education. Events (such as THRIVE week) can highlight different mental health supports on campus and offer targeted learning. Similarly, campuses can promote mental health and well-being by providing a wide variety of workshops. Such workshops may focus on building resilience, managing stress, mindfulness, self-care, sleep, and eating habits.

Contributing Authors

Healthy Minds | Healthy Campuses (HM|HC) is a province-wide community of practice that engages post-secondary institutions in a mandate of promoting mental health and healthier relationships with substances on campus. VCC enlisted the consulting services of the HM|HC

Support Team to help develop the Mental Health and Well-being Framework. The contributing authors for this project are Bakht Anwar, Mahboubeh Asgari, Tim Dyck, and Sonia Heer.

Selected Sources

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WHO (1986). *Ottawa Charter for Health Promotion*.

http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf.

Citations

These citations could potentially be used as callouts in the graphic design stage:

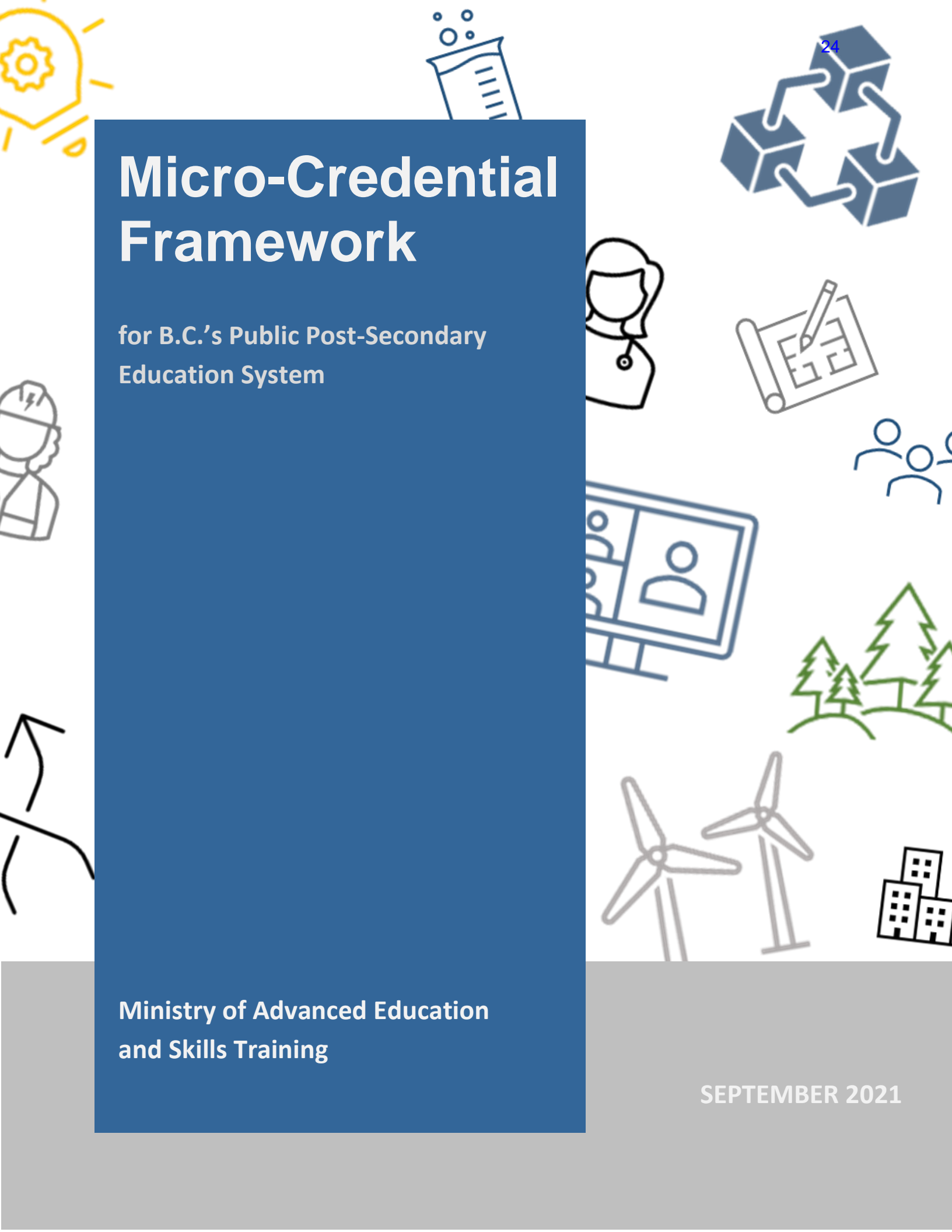
- Mental health involves thriving rather than just surviving, flourishing instead of languishing whether mental illness is also present or not. For individuals it is a state in which the person “realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (Herrman, Saxena & Moodie, 2005). Likewise, a community achieving mental health may be seen as one that builds and draws inclusively on its collective capacity, responds positively to the challenges and opportunities of public life, working collaboratively toward productive outcomes, and is able to promote the dignity of and equity among its members (CISUR, 2020).
- promoting mental health is “the process of enhancing the capacities of individuals and communities to take control over their lives and improve their mental health. Mental health promotion uses strategies that foster supportive environments and individual resilience, while showing respect for culture, equity, social justice, interconnections and personal dignity” (Joubert & Raeburn, 1998).

Micro-Credential Framework

for B.C.'s Public Post-Secondary Education System

Ministry of Advanced Education and Skills Training

SEPTEMBER 2021



INTRODUCTION



This Micro-credential Framework and set of Guiding Principles was developed by the B.C. Ministry of Advanced Education and Skills Training (the Ministry) as the first step in a process to develop and implement a coordinated and consistent approach to micro-credentials across British Columbia's public post-secondary education system.

We recognize that the understanding of how micro-credentials can meet the needs of a changing economy and workforce is evolving and as such, this Framework will need to evolve. Our goal is that over time, we will work with our partners to put the mechanisms in place to ensure that micro-credentials become fully integrated into the post-secondary system and recognized as an important and valuable credential option in supporting B.C.'s future economy and workforce.

Micro-credentials will be stackable and transferrable and provide opportunities for learners at any stage in their career journey, including those who have been reluctant to pursue post-secondary education, to gain the critical competencies and skills required to thrive in the future economy and workforce. At this point, micro-credentials provide another option for post-secondary institutions to further support the upskilling and reskilling of British Columbians for in-demand occupations. They are intended to complement current offerings and pathways in B.C.'s public post-secondary system and enhance access to education for all British Columbians.

To support the further evolution of this Framework, the Ministry will continue to be informed by discussions with other Canadian jurisdictions, research, and best practices globally as well as experience gained through the continued development and implementation of micro-credentials in B.C. The Ministry and its partners will continue to work on the components that, over time, will ensure the full integration of micro-credentials into the post-secondary eco-system.



The Framework has been developed primarily for B.C.'s public post-secondary institutions, but we recognize that private post-secondary institutions, organizations, industry or Indigenous controlled post-secondary institutes, are developing micro-credentials as well and these organizations are welcome to utilize the Framework.

The Ministry would like to gratefully acknowledge the work of the advisory committee of public post-secondary institution representatives in the development of the Framework. Also appreciated is the feedback received from numerous stakeholders and partners during the Ministry's spring 2021 engagement process, including from Indigenous, post-secondary, employer and industry organizations. The input received was invaluable in informing this version of the Micro-credential Framework.

For questions or further information about this document, please contact:

AEST.Post-SecSystPolicyandLiaison@gov.bc.ca



COLLABORATION WITH INDIGENOUS COMMUNITIES AND INSTITUTES

Public post-secondary institutions are encouraged to partner with other organizations to deliver post-secondary programs in community settings, including Indigenous communities and institutes. In the spirit of Reconciliation and consistent with the *Declaration on the Rights of Indigenous Peoples Act*, institutions should work with Indigenous communities and organizations (including First Nations, Métis chartered communities, Indigenous-controlled post-secondary institutes and urban Indigenous organizations) to:

- Jointly develop and implement relevant micro-credential offerings that recognize and respond to community and economic needs and provide meaningful pathways for learners; and,
- Determine whether additional supports are required for learners who face barriers to remote learning, such as lack of technology or diverse levels of digital literacy.



GUIDING PRINCIPLES

For Micro-credential Development and Implementation in B.C.'s Public Post-Secondary Education System

ACCESS:

Micro-credentials should increase access to post-secondary education and be accessible to a range of potential learners. They should provide flexibility, reduce barriers and increase opportunities for employment and life-long learning. Tuition and fees should align with the duration, skill level, learners targeted and expected outcomes of a micro-credential.



QUALITY:

Micro-credentials will be developed and assessed through a process that assures learners of their value and facilitates recognition by employers and other post-secondary institutions.

RELEVANCE:

Micro-credentials will provide opportunities for in-demand upskilling and reskilling, aligning with labour market demands, needs of employers and learners, needs of Indigenous communities and learners, government priorities, as well as post-secondary institutions' areas of specialty and expertise.

COLLABORATION & COORDINATION:

Micro-credentials will be developed by post-secondary institutions through engagement and collaboration with relevant education partners, Indigenous communities and other stakeholders. Post-secondary institutions should, wherever possible, work together to reduce unnecessary duplication and to enhance laddering and transfer opportunities.

EMPLOYER AND INDUSTRY ENGAGEMENT:

Employers and industry sectors will be engaged in the identification and development of micro-credentials and ongoing refinements.



CLARITY & TRANSPARENCY:

To support informed choices, details on the purpose and benefit of each micro-credential, how it will be offered and the competencies it recognizes will be clear to learners prior to enrolment.

FRAMEWORK

The following Framework has been developed to support shared understanding of key aspects of micro-credentials across a wide range of education partners, including learners, employers and post-secondary institutions. It identifies key factors that should be considered in the development and implementation of micro-credentials in British Columbia's public post-secondary education system.



Definition

Micro-credentials recognize stand-alone, short duration learning experiences that are competency-based, align with industry, employer, community and/or Indigenous community needs and can be assessed and recognized for employment or learning purposes.



Duration

Individual micro-credentials should be sufficient in length for learners to acquire the competency being sought and be shorter in duration than other formal post-secondary credentials, specifically a short certificate (under 288 hours).

Delivery

Micro-credentials can be delivered in a variety of flexible formats, including in-person, online or blended, synchronous or asynchronous, or a combination of multiple formats. Delivery formats should support and be relevant to the competency being taught. In considering delivery formats, institutions should use processes to reduce barriers, increase access and mobility and meet the unique needs of learners.





Collaboration & Coordination

Post-secondary institutions will work with relevant employers/industry, non-profits, Indigenous communities, institutes and organizations and other community stakeholders in the identification, development and validation of micro-credentials.

Micro-credential development will be informed by evidence of labour market, community and/or Indigenous needs.

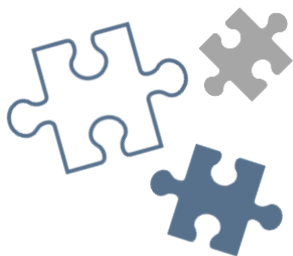
Quality Assurance*

Micro-credentials will be developed, approved and periodically reviewed, through an institutional process that aligns with existing post-secondary standards and policies, for credit and non-credit offerings, to ensure value to learners in meeting education or employment goals.



Assessment

Assessment of a student's learning is required to ensure learners have achieved the intended competency. Assessment should be relevant to how employers recognize a competency has been obtained.



Registry*

Further work is being undertaken to consider a common registry to facilitate access, understanding, and further development of the micro-credential ecosystem.

* This component is an area where further development is being considered.

Learning Pathways

Micro-credentials may be credit or non-credit bearing, and this should be made explicit to learners prior to enrolment. In order to create meaningful learner pathways, micro-credentials should be developed in a manner that shows how they:

- relate to other credit and non-credit bearing opportunities,
- connect with existing larger units of learning, and,
- remove barriers and create clear and varied pathways for learning.



Post-secondary institutions are encouraged to collaborate internally and with other post-secondary institutions in developing micro-credentials to increase opportunities for transfer, laddering or stackability.



Prior Learning Assessment and Recognition*

Prior learning assessment and recognition (PLAR) should be considered when offering micro-credentials.

Post-secondary System Recognition & Transfer*

Micro-credentials should facilitate learner mobility across institutions, industries, and credentials, and not introduce barriers to learning, transfer or labour market participation.

Credit bearing micro-credentials should be recorded on a learner's transcript or other official record. Recognition of non-credit bearing micro-credentials should be done in a manner that supports identification of the specific competencies obtained.



Micro-credentials, where possible, will integrate with existing credit transfer processes.

* This component is an area where further development is being considered.

GLOSSARY

Of Terms Used Within this Framework

Asynchronous / Synchronous

Synchronous learning happens in real-time, when a group of learners and instructor meet and interact, such as in scheduled classes or virtual lectures. Asynchronous learning is when learners interact with materials and instructors outside of a specific time and place, often providing flexibility to learners in accessing content and instruction. Micro-credentials can be synchronous, asynchronous, or can blend both formats.



Blended Learning

Learning that combines different delivery formats. For example, a course with both online and face-to-face components would be considered blended.

Community

Community may refer to a specific geographic region or municipality, a group of individuals sharing common need or interest, or, where specified, an Indigenous community or organization (including First Nations, Métis chartered communities, Indigenous-controlled post-secondary institutes and urban Indigenous organizations).

Competency-based

A competency is a specific unit of knowledge, skill or ability that can be assessed and applied in a setting such as work. Competency-based learning is tied to learning and assessing a specific competency or set of competencies.



Credit bearing / Non-Credit bearing

If a micro-credential is “credit bearing,” it provides a learner with formal academic credit, recognized on a post-secondary transcript or official record. If a micro-credential is “non-credit bearing” it does not receive formal academic credit that can be recognized on a post-secondary transcript or official record.

Indigenous

Includes First Nations, Métis and Inuit and is inclusive of all Indigenous peoples in the province, whether or not they have status or have a connection to a particular community; recognizing that many peoples prefer the terms that are specific and traditional to their communities.

Laddering / Stackability

Laddering refers to the ability of a learner to use the completion of an initial micro-credential to move into another credential. For example, the completion of a micro-credential may be used to meet entry requirements or as credit towards a another (usually larger) credential.

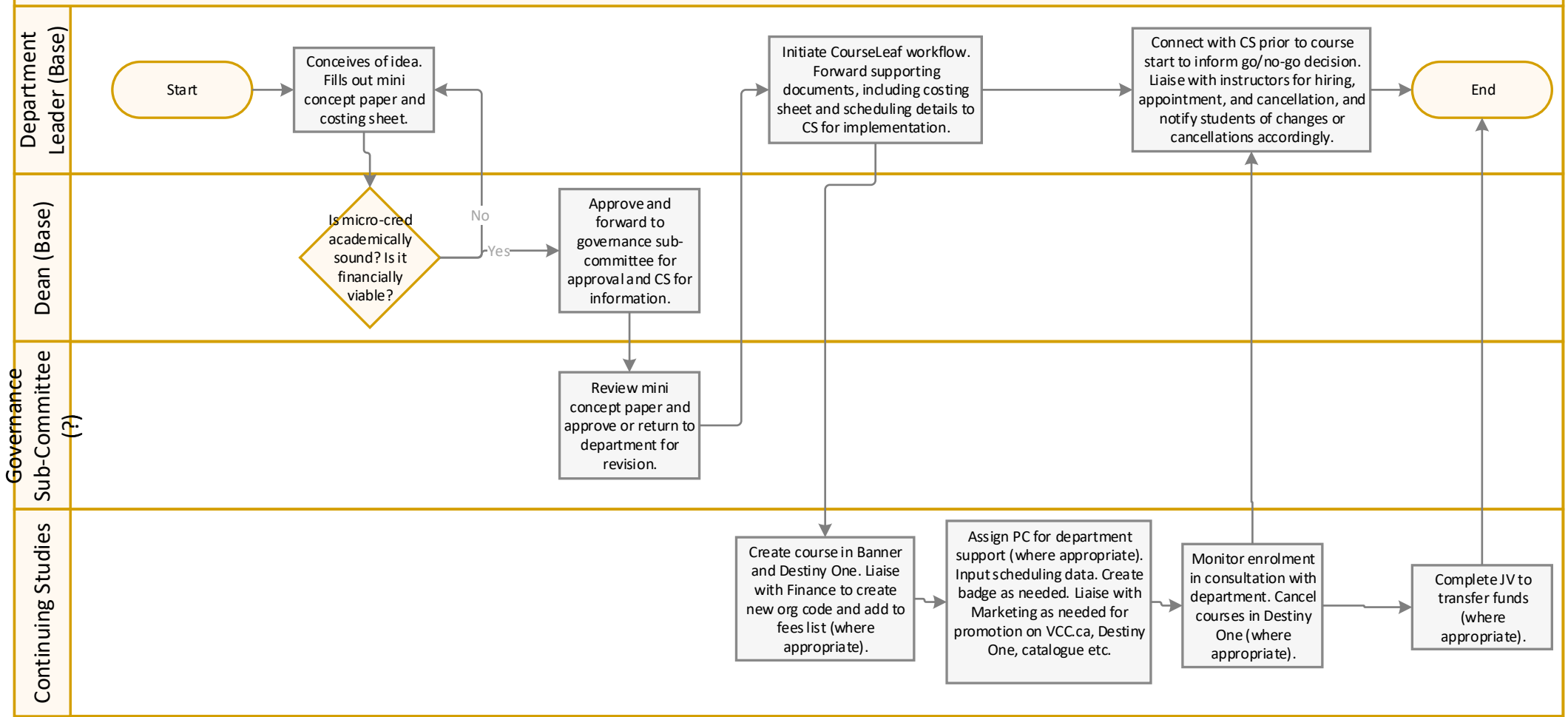
Stackability refers to the ability to combine two or more micro-credentials into a larger credential or component of learning.

Transfer Credit

Transfer credit enables learners to receive credit at one post-secondary institution for a course (or credit) that was taken at another post-secondary institution.



Micro-Credential Approval Process – Non-Credit – Draft One





**Vancouver Community College
Micro-Credential Proposal Form**

Please complete this form in full and submit to the relevant Dean for initial approval.

School:	Department:
Submitted By:	Contact Email:
Micro-Credential Name:	
Description:	
Target Audience:	
Credit/Non-Credit/CEU:	Type:
CS Program Area:	Launch Term:
Subject Code:	Org Code:

Maximum capacity of students	
Expected number of students	
Market acceptable fee (incl. Tuition, CIF, CRF)	
Operating expenses	
Course hours	
Faculty Paid Hours	
Faculty Step	1

Estimated tuition fee	<i>Enter market acceptable total fee</i>
CIF (College Initiative Fee)	\$ 0.00
CRF 2% (Campus Resource Fee)	\$ 0.00
Minimum Enrolment - Direct & Indirect Costs	

Gross Margin Income Statement	
Revenue from Tuition	\$ 0
CS Admin Fee	\$ 0
Faculty Expense (incl. benefits)	\$ 0
Operating Expenses	\$ 0
Total Direct Cost	\$ 0
Gross margin	\$ 0 n/a
VCC Institutional Overhead at 38%	\$ 0
Net Surplus / (Deficit)	\$ 0 n/a

Dean Approval:

Dean Comments:



2022 Meeting Schedule for Education Council and Standing Committees

DRAFT

Education Council

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

January 11	July – No meeting
February 8	August – No meeting
March 8	September 13
April 12	October 11
May 10	November 8
June 7	December 6

Policy Committee

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

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

Curriculum Committee

Meets on the third Tuesday of each month from 2:30-4:30.

January 18	July – No meeting
February 15	August 16
March 15	September 20
April 19	October 18
May 17	November 15
June 21	December 13

Education Quality Committee

Meets on the fourth Wednesday of each month, 2:00-4:00.

January 26	July – No meeting
February 23	August – No meeting
March 23	September 28
April 27	October 26
May 25	November 23
June 29	December – No meeting



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 12, 2021

ISSUE: New courses: CSTP 1004 Computer Systems Primer and CSTP 1006 Website Development Primer

BACKGROUND:

The Computer Technology department is proposing two new courses: CSTP 1004 Computer Systems Primer and CSTP 1006 Website Development Primer. Working with VCC's Interpreting Services department, these two courses are access points for Deaf and hard of hearing students to learn the basics of computer systems and web development. There has been significant interest expressed in increasing the number of DHH students working as sales representatives in the tech industry. These courses can serve as a pathway for students into those jobs or potentially into the full Computer Systems Technology Diploma program.

DISCUSSION:

The proposal was presented by Reza Nezami, Department Head of Computer Technology. Curriculum Committee had a long conversation about the assessment strategies. The courses are non-credit and are meant to be low barrier and participatory. The students would get a "S" Satisfactory grade if they complete all the activities. Therefore, the assessments are participation. Committee members discussed whether to break down the activities more specifically, but were comfortable with adding elements of self-evaluation and grading rubrics. Some adjustments were made to learning outcomes to reduce them to a more appropriate level for these courses.

The committee also requested additional consultations with Disability Services, the ASL department and the DHH department.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, two new courses: CSTP 1004 Computer Systems Primer and CSTP 1006 Website Development Primer.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 22, 2021

Course Change Request

New Course Proposal

Date Submitted: 09/17/21 9:58 am

Viewing: **CSTP 1004 : Computer Systems Primer**

Last edit: 09/27/21 4:47 pm

Changes proposed by: fghesen

Course Name:

Computer Systems Primer

Effective Date: January 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/10/21 10:09 am
Reza Nezami
(rnezami): Approved
for 4702 Leader
2. 09/13/21 8:40 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 09/15/21 1:41 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
4. 09/17/21 10:01 am
Reza Nezami
(rnezami): Approved
for 4702 Leader
5. 09/17/21 11:46 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
6. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6043188274

Banner Course Computer Systems Primer

Name:

Subject Code: CSTP - Computer Systems Technology

Course Number 1004

Year of Study Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Computer Systems Primer is a non credit course that gives learners an introduction to the world of PC computers as a system, both hardware and software.

Students will become familiar with the foundations of PC hardware and software through interactive small group or individual projects and will gain hands-on experience with a variety of PC components. These will include: assembling and disassembling a generic PC and basic installation, configuration, and setup of a generic PC.

Students will gain a basic understanding of the role of Operating Systems (OS) by installing a popular OS such as Windows 10, and learn to install and update various drivers such as video, audio, disk, and network drivers. Students will learn to create user accounts and about basic user and account management. Through interactive activities students will engage in basic concepts of disk storage management, role of the file system, and file management.

The emphasis of this course is to empower learners, guiding them to confidently perform tasks independently through the method “I do, We do, You do”.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the fundamentals of operating systems in general
CLO #2	Install and configure computer components and peripherals
CLO #3	Manage the PC using the Windows Control Panel
CLO #4	Plan, install, and basic configure an operating system
CLO #5	Performance tune a Windows computer
CLO #6	Configure storage and data access in an operating system
CLO #7	Configure basic security settings in an operating system
CLO #8	Use Windows PowerShell for basic PC management operations

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Completion of all activities

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
------	------------	--

Type	Percentage	Brief description of assessment activity
Participation	100	Participation in class activities and self reflection.

Hours by Learning Environment Type

Total Hours 80

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

40

Practicum, Self-Paced, Individual
Learning

0

Course Topics

Course Topics:

Computer hardware components

Operational and Safety procedures

Operating system

Operation system configuration

Storage and data access

Application management and security

User accounts

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

provided by the instructor

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

This is first of a 2-course access program to Computer System and Web application concepts for DHH students. A thorough consultation was done with VCC disability services earlier this year and end of last year. The consultation was carried out in a few Zoom sessions where the foundation for these 2 courses, CSTP1004 and CSTP 1006, was laid out. The core concepts for the 2 courses came out of their students' experience with entering technology job market as sales rep, for example, in Apple Store. It showed there is great interest on the part of both the potential students to get better familiarity with the technology domain, and on the part of the industry to hire such students at such capacities. The Disability Services will be fully involved in delivering the courses through providing interpreter services.

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

Consultations

Consulted Areas	Consultation Comments
Other	A thorough consultation was done with VCC interpreting services earlier this year and end of last year. The consultation was carried out in a few Zoom sessions where the foundation for these 2 courses, CSTP1004 and CSTP 1006, was laid out. The core concepts for the 2 courses came out of their students' experience with entering technology job market as sales rep, for example, in Apple Store. It showed there is great interest on the part of both the potential students to get better familiarity with the technology domain, and on the part of the industry to hire such students at such capacities. The Interpreting Services will be fully involved in delivering the courses through providing interpreter services.
Registrar's Office	Consulted around course credit, level and course name

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTRL)	Consulted with Lucy Griffith around course description, assessments, and outcomes

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (09/15/21 1:41 pm): Rollback: additional edits needed

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 9204

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 09/17/21 9:59 am

Viewing: **CSTP 1006 : Website Development
Primer**

Last edit: 09/27/21 4:47 pm

Changes proposed by: fghesen

Course Name:

Website Development Primer

Effective Date: January 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/10/21 10:10 am
Reza Nezami
(rnezami): Approved
for 4702 Leader
2. 09/13/21 8:40 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 09/15/21 1:41 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
4. 09/17/21 10:01 am
Reza Nezami
(rnezami): Approved
for 4702 Leader
5. 09/17/21 11:46 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
6. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6043188274

Banner Course Name: Website Development Primer

Subject Code: CSTP - Computer Systems Technology

Course Number: 1006

Year of Study: Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Website Development Primer is a non credit course that introduces students to the world of website development: methods for developing webpages, how they work, and the world wide web (the interconnected network where webpages live), and related core concepts.

Students will learn the basic elements of HyperText Markup Language (HTML) and develop simple static local webpages. Students will be introduced to the basic concepts of client and server model and develop a simple local server where the webpages they have developed during the course will be stored. CSS (Cascading Style Sheets) are used for giving style to webpages. Students will get familiar with using CSS at a basic level and incorporate elements of CSS in the pages they develop. Students will also have the opportunity to explore the basic properties of a web browser and the corresponding HTTP protocol.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the World Wide Web (WWW) and Hyper Text Markup Language (HTML)
CLO #2	Create simple static HTML documents using graphical editors such as Google web designer or similar editors
CLO #3	Describe how Cascading Style Sheets (CSS) are used to style website elements like fonts, colours, simple tables and columns
CLO #4	Work at the basic level with some of the popular platform, tools, and editors freely available, for developing websites, such as Wordpress, Wix, and Google web designer
CLO #5	Add basic graphical elements such as image, audio, and simple animation using gif to a webpage

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab, multimedia resources, and hands-on practical work.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
Completion of all activities

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	100	Participation in class activities and self reflection.

Hours by Learning Environment Type

Total Hours 80
Lecture, Seminar, Online
 40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

40

Practicum, Self-Paced, Individual
Learning

0

Course Topics

Course Topics:

Basics of the World Wide Web and HyperText Markup Language (HTML)

Hypertext documents and browsers

HTML elements: fonts, colours, image, audio, tables

Cascading Style Sheets (CSS)

Client-Server model and its relation to web servers and web pages

Popular website development platform and editors: e.g. wordpress, wix

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

provided by the instructor

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

This is second course in a 2-course program for the proposed "Access to Computer Systems Technology Criterion" for DHH students.

Are there any
expected costs as a



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 12, 2021

ISSUE: Revisions to Bachelor of Science in Nursing (BSN) – First Year and Advanced Entry programs

BACKGROUND:

The BSN department began using a selection process for their applicants last year in their First Year Entry program – Education Council approved this in November 2020. They are now aligning the admissions process in their Advanced Entry program and bringing in the same selection process. The process includes evaluating GPA in the pre-requisite classes and the submission of a CASPer test score.

They are also making additional changes in both the First Year and Advanced Entry programs to clarify the math admission requirement, add a 5-year requirement to the Anatomy & Physiology course pre-requisite, add COVID-19 to the list of vaccinations, and update the Recommended Characteristics of Students.

DISCUSSION:

The proposal was presented by Sarah Desbiens, Department Head of BSN, and Jo-Ellen Zakoor, Dean of Health Sciences. Curriculum Committee had no concerns with the changes to the admission requirements. The committee discussed a proposed diversity statement in the Recommended Characteristics of Students section, but the Dean wanted to have a consistent school-wide statement, so it was removed for now. The committee did agree to add a statement in Instructional Strategies stating that the instructors would provide a culturally safe and trauma informed learning environment.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guides for the Bachelor of Science in Nursing (Advanced Entry) and the Bachelor of Science in Nursing (First Year Entry) programs.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 22, 2021

Program Change Request

Date Submitted: 08/16/21 12:33 pm

Viewing: **Bachelor of Science in Nursing
(Advanced Entry)**

Last approved: 07/14/20 9:33 am

Last edit: 09/22/21 1:49 pm

Changes proposed by: sdesbiens

Catalog Pages Using
this Program

[Bachelor of Science Nursing \(Advanced Entry\)](#)

Program Name:

Bachelor of Science in Nursing (Advanced Entry)

Credential Level: Degree

Effective Date: **August 2022** ~~September 2020~~

Effective Catalog
Edition: 2021-2022

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 08/16/21 12:37 pm
Sarah Desbiens
(sdesbiens):
Approved for 5031
Leader
2. 09/09/21 2:38 pm
Darija Rabadzija
(drabadzija):
Rollback to 5031
Leader for SHS Dean
3. 09/10/21 4:09 pm
Sarah Desbiens
(sdesbiens):
Approved for 5031
Leader
4. 09/13/21 9:26 am
Darija Rabadzija
(drabadzija):
Rollback to 5031
Leader for SHS Dean
5. 09/13/21 2:10 pm
Sarah Desbiens
(sdesbiens):
Approved for 5031
Leader
6. 09/13/21 4:03 pm
Jo-Ellen Zakoor

50
 (jzakoor): Approved
 for SHS Dean
 7. 09/22/21 3:36 pm
 Todd Rowlatt
 (trowlatt): Approved
 for Curriculum
 Committee Chair

History

1. Dec 14, 2017 by
clmig-jwehrheim
2. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
3. Nov 25, 2019 by
Darija Rabadzija
(drabadzija)
4. Nov 26, 2019 by
Darija Rabadzija
(drabadzija)
5. Jun 12, 2020 by
Ruth Klann (rklann)
6. Jul 14, 2020 by Todd
Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah Desbiens Dee Duncan	sdesbiens@vcc.ca dduncan@vcc.ca	5131
Dee Duncan Ruth Klann	dduncan@vcc.ca rklann@vcc.ca	5125 5090

Program Content Guide

Purpose

This full time program prepares Licensed Practical Nurses to become Registered Nurses providing nursing care in collaboration with other health care professionals with people of all ages in a variety of settings. The graduate will apply critical thinking, skills and evidenced-informed practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration is required through the British Columbia College of **Nurses and Midwives (BCCNM) ~~Nursing Professionals (BCCNP)~~** before employment as a **Registered Nurse RN** in BC.

Admission Requirements

Admission to the Bachelor of Science in Nursing is through a competitive selection process. Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a CASPer test results.

The BScN is an annual selection based program. All education requirements must be met by the date posted on the website.

Applicants who do not meet the educational requirements cannot be assessed for selection and their application will be cancelled.

The program will maintain a short waitlist for the same year pending withdrawals.

Those applicants meeting the requirements and not gaining entrance will need to reapply and resubmit academic information already provided.

Unsuccessful applicants are not waitlisted.

An invited applicant may receive a one year deferral if requested.

Graduate of a Practical Nursing Program or equivalent (transcripts required)

Current Canadian registration as a Licensed Practical Nurse (proof of license required)

Six months or 900 hours worked to the full scope of Licensed Practical Nurse practice within the last five years, verified by a letter from the **employer. employer**

18 credits in first-year level university courses:

6 credits in English:

ENGL 1100 and ENGL 1200 with a minimum 'C+' grade or equivalent, *or*

ENGL 1101 and ENGL 1102 with a minimum 'C+' grade, for students whose first language is not English and who have entered the program with an IELTS or CELBAN English proficiency assessment

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum 'C+' grade or **equivalent. *taken within 5 years of the application date. equivalent**

6 credits of courses with a minimum 'C+' grade in **any one** of the following Humanities or Social Sciences:

Psychology, Sociology, **Anthropology, Indigenous Studies, Gender Studies Anthropology** or **equivalent. equivalent**

English Language Proficiency demonstrated **by one by one** of the following:

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional Language courses are not included in this three-year calculation, *or*

IELTS (International English Language Testing System) with an overall minimum score of 7.0, ~~and and~~ minimum scores of: Speaking 7.0, Listening 7.5, Reading 6.5, Writing 7.0, *or*

CELBAN (Canadian English Language Benchmarks Assessment for Nurses)* with minimum scores of: Speaking 8.0, Listening 10.0, Reading 8.0, Writing 7.0 ~~*CELBAN is only suitable for those who have studied nursing in a country other than Canada~~

*** CELBAN is only suitable for those who have studied nursing in a country other than Canada.**

Knowledge of mathematics demonstrated by the following:

VCC Health Sciences Math Assessment with a minimum 80% ~~overall overall~~ **and a minimum of 7 out of 9** in the **applications section. If unsuccessful, it is recommended to complete application-section-of-the-assessment-or-if unsuccessful, completion-of** MATH 1054 Math for Health Sciences with a ~~minimum~~ grade of **Satisfactory prior to re-attempting the Math Assessment.**

~~80%UPON ACCEPTANCE TO THE PROGRAM:~~ **Submission of a CASPer score. CASPer Test scores are only valid for one admission cycle.**

UPON ACCEPTANCE TO THE PROGRAM:

Successful completion of four (4) Bridging LPN to BScN courses: NURS 1357, NURS 1399, NURS 1358 and NURS ~~1359. 1359~~ NURS 1399 **and NURS 1357** must be successfully completed before starting **NURS NURS** 1358 & **NURS 1359. NURS-1359** These pre-requisite courses are offered together in one ~~term year~~ and must be successfully completed within two ~~years. years~~

Criminal Record Check

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

Please Note: The regulatory body, the British Columbia College of **Nurses and Midwives Nursing Professionals (BCCNP)** asks each applicant about criminal ~~offences. offenses.~~ If you have ever been convicted of a criminal ~~offence offense~~ (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.

Current CPR Level C

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the **above.**

~~above.~~ CPR certificates expire one year from the date of issue. **Current The-current** status is required for all clinical and practicum experiences.

TB Screening*

Within six months of the start of the program, students must submit a negative TB ~~skin~~ test. If the TB ~~skin~~ test is positive, a negative TB chest x-ray is required.

Immunizations*

Immunizations in the following ~~are are~~ **strongly recommended and and** in some ~~case case~~ **may be required required** for practicum placements:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chickenpox)

Hepatitis B

Influenza

Covid-19

N95 Respiratory Mask

An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.

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 the department on the first day of class.

* Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening.

NOTES:

Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service

(ICES) <https://www.bcit.ca/ices/> in addition to the 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

Practicing LPNs will receive advanced standing into term 5 of the BScN program *following* completion of admission requirements **and** 4 Bridging LPN to BScN courses. The BScN Advanced entry degree program is 4 terms and should be completed in one and one half (1.5) years. There is a possibility of extending the period of time for completion up to three (3) years due to extenuating circumstances with appropriate consultation with Department Head or Dean.

Program Learning Outcomes

Graduates of the program will have acquired the knowledge, skills, and abilities to:

Maintain professional responsibility and accountability of nursing practice, and professional conduct.

Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences, and humanities.

Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.

Uphold and promote the ethical standards of the nursing profession.

Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full time basis and is divided into four **terms, terms** each with a different clinical focus such as mental health, complex acute medical/surgical care and community health. Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 6 designed to build upon the learning from previous terms. In Term 8 a preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with **an** emphasis on patient safety and **patient-centered patient-centred** care.

Each term must be successfully completed before the next one can be started. The VCC BScN Framework for Healing and Health Promotion integrates several theories for study in this program. This framework looks at the relationships between the (person, family, community and population), environment, and **nurse.**

nurse:

~~The nurse uses “Relational Inquiry” (Doanne & Varcoe, 2015) and “Safe Care Nursing Framework” (Hundial, 2017) as a basis for nursing care.~~ A major emphasis of this program is active student participation. Throughout the

program, program the instructor will encourage the students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class prepared for active participation in **the** classroom, nursing lab and clinical activities. Course guides provide direction of learning for each class and/or lab. These guides may be presented online using the VCC learning platform Moodle. The instructor acts as **a** facilitator and expert to promote **a a** positive learning environment through activities such as small group seminars, group activities, case studies, and formative and summative lab activities designed to simulate clinical reality. Some courses may be offered in a blended **(on-line and in person)** delivery mode.

~~Hartrick Doane, G. & Varcoe, C. (2015). How to nurse: Relational inquiry with individuals and families in changing health and health care contexts. Philadelphia: Lippincott, Williams & Wilkins. Hundial, H. (2017). Safe Care Nursing Framework. Retrieved from <http://www/safecarenursing.com>~~

Evaluation of Student Learning

Student progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through oral presentations, multiple choice exams, case studies, lab simulation and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. Students are required to attend all classes, labs and clinical.

All students must receive a passing grade of 60% (GPA 2.0) in each of the BScN Program nursing and non-nursing courses (Math 1111, elective) with the exception of the following courses: NURS 3160 Mental Health Nursing, NURS 3262 Pathophysiology Complex Illness require a passing grade of 72%

NURS 3264 Nursing Clinical Practice 6 also **requires** ~~require~~ a passing grade of 72% in the classroom theory and clinical assignments, 100% in the dosage calculation component and a “Satisfactory” grade in the lab and clinical components. The student will have **three** ~~two~~ opportunities to retake the dosage calculation component.

A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

Recommended Characteristics of Students

~~A caring attitude:~~ A sincere interest in people of all ages who require all levels of **support and care.**

~~care.~~ **Computer skills**

~~This includes individuals who are: mentally or physically disabled, experiencing life-threatening situations, confused, or requiring rehabilitation. Basic computer skills: email, word processing, use of search engines and simple web-based programs. Good manual dexterity.~~ Flexibility to adjust to early morning, evening, or weekend practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a registered nurse, please review: BCCNM - Becoming a Registered Nurse in BC: Requisite Skills and Abilities

https://www.bccnm.ca/Documents/competencies_requisite_skills/RN_requisite_skills_abilities.pdf ~~-BCCNP-~~
~~RN Requisite skills and abilities~~

Courses

Plan of Study Grid

Term Five	Credits
NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3

Credits	18
Term Six	
NURS 3262 Pathophysiology of Complex Illness	2
NURS 3263 Multiple Transitions	2
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
NURS 3266 Focused Practice: Preceptorship Preparation	2
NURS 3370 Clinical Consolidation 3	6
Credits	21
Term Seven	
NURS 4163 Community Health	3
NURS 4164 Community Health Clinical	3
NURS 4166 Canadian Health Care System	2
NURS 4168 Ethics in Health Care	2
NURS 4169 Health Law	2
Non-Nursing Elective *	3
Credits	15
Term Eight	
NURS 4261 Nursing Leadership	3
NURS 4264 Focused Preceptorship	12
Credits	15
Total Credits	69

* **Please Note:** Courses taken for elective credit must be approved by the Nursing Department.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. 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

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	Minimum Pass	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	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

We are aligning the Advanced BSN with the Generic BSN entry admission requirements to address issues regarding attrition (specifically regarding math and academic concerns.)

See below for information regarding consultations

Are there any expected costs to this proposal.

None

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Julie Gilbert-met July 20th to work on proposal and review new admissions criteria. Julie supports changes and aligning the ADV with the Gen admissions criteria.
Other Department(s)	Todd Rowlett-met July 30th and discussed new admissions criteria, collaborated on wording as well as specifics regarding pre requisite courses (expanded the examples of acceptable social science pre-requisites and the specificities regarding the math assessment).
Faculty/Department	Natasha Mandryk: Discussed current math requirements and agrees that it is beneficial to encourage MATH 1054 as a preparation but not replacement for the Math Assessment. Agrees that passing the Math Assessment requirement is beneficial for patient safety.
Faculty/Department	Patricia Mori-clarified that the Math Assessment requirement of 80% is not quite possible. Either students get 7 of our 9 (which is 78%) or 8 out 9 which is 89% for the application section. Approving 7 out of 9 on the application section of the Math Assessment and 80% as an overall score and will post this on the website.

Consultated Area	Consultation Comments
Registrar's Office	<p>Email dialogue from July 12, 2021 between Sarah Desbiens (DH of the BSN program) Leah St Louis, Dawn Cunningham, Laura Ruiz Avila. All in agreement regarding changes to admissions criteria to match Generic BSN entry requirements. Feedback provided on wording for the website to state “you must meet all requirements and complete any pre-requisite courses by the deadlines posted for each intake.” “The CASPer assessment is valid for one admission cycle only. The Math assessment is valid for one year only.” The application cycle will be shortened and all pre requisites (moving forward) will have to be completed the term prior to admission deadline (eg. If applying for the Sept cohort, courses must all be completed by the fall term-December. No further provision marks will be utilized as this leads to too many last minute changes).</p>
Faculty/Department	<p>Dean for the School of Health Jo-Ellen Zakoor. Conversation by phone on July 12 regarding aligning the ADV admissions with the Gen admissions, approves this and will discuss further in School of Health Science Curriculum meeting.</p>
Other Department(s)	<p>LPN department Head Janita Schappert-met July 19th and is in support of changes to admissions criteria. Highlighted the need for both the English and Math assessment requirements. Cited that LPN applicants for the BSN program are likely not have have taken math for 5+ years and need to update math skills in preparation for BSN program readiness.</p>

Consultated Area	Consultation Comments
Disabilities Services	<p>Brianna Higgins and Tanny Marks. August 13th. Brianna and Tanny both are in support of the BSN-LPN program piloting the GPA/CASPer admissions criteria with the understanding that we will collaborate and explore/initiate research to look at (wording is in progress):</p> <p>Who is the student who enters the program under these new admissions criteria? (is there a representative of a diverse student body)</p> <p>What third assessment can we incorporate to learn more about each applicant, for example to provide a student with the opportunity to declare why their GPA might be lower (through interviews/essays etc).</p> <p>How can the larger VCC community declare EDI support in the overall admissions process (are students accessing support services when completing pre-requisites, the CASPer test, math assessment).</p>
Advising & Recruitment	<p>July 16, 2021: Meeting with Doreen Chui-Chai, Rajesh Kapoor and Domingo Salviejo.</p> <p>Discussed admission criteria and process. Advising team recommend that social science credits can come from 2 separate courses (for example 1 psychology and 1 anthropology) or from 2 courses in same field (2 psychology courses). Also recommend that Math Assessment test be the benchmark for passing the math requirement and pointed out that the Math for Health Science course is S/U-our current criteria states 80% in MATH 1054. Will change to state 80% for Math Assessment overall AND 7 out of 9 in applications section. Advising team in agreement to align the Generic and the Advanced entry admission requirements of Math Assessment and GPA/CASPer scores.</p>

Consultated Area	Consultation Comments
Indigenous Education & Community Engagement (IECE)	Reba Noel (email Aug 10th) and Toni Gladstone (July 20th conversation via Zoom): No concerns stated regarding the admissions criteria-*need to meet to discuss in more depth. Collaborating with the registrar's office regarding priority seats for indigenous students.
Faculty/Department	BSN Faculty meeting: April 29th-Faculty discussed and approved new admissions criteria during Professional Enhancement days meeting-to confirm final details at Sept 1 faculty meeting and include minutes*
Faculty/Department	Curriculum Committee: August 4th, 2021. The BScN curriculum committee conditionally approves the new admissions criteria with the understanding that this is a pilot project. Moving forward, the BScN department, Disability Services, Arbiter of Student Issues, and EDI committee will collaborate to consider the inclusion of a third assessment that will provide applicants with an opportunity to represent their strengths in a holistic manner.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

Apply your previous Practical Nursing training to gain advanced entry into year 3 of VCC's Bachelor of Science in Nursing program.

Program Change Request

Date Submitted: 09/13/21 2:38 pm

Viewing: **Bachelor of Science in Nursing (First Year Entry)**

Last approved: 11/16/20 10:39 am

Last edit: 09/23/21 10:44 am

Changes proposed by: sdesbiens

Catalog Pages Using
this Program

[Bachelor of Science Nursing \(First Year Entry\)](#)

Program Name:

Bachelor of Science in Nursing (First Year Entry)

Credential Level: Degree

Effective Date: **August 2022** ~~September 2021~~

Effective Catalog
Edition: 2021-2022

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/13/21 3:51 pm
Sarah Desbiens (sdesbiens):
Approved for 5031 Leader
2. 09/13/21 4:05 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/22/21 3:36 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Jan 11, 2018 by Todd Rowlatt (trowlatt)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Jun 12, 2020 by Ruth Klann (rklann)

63

5. Jul 14, 2020 by Todd Rowlatt (trowlatt)
6. Nov 16, 2020 by Deirdre Duncan (dduncan)

Name	E-mail	Phone/Ext.
Deirdre Duncan	dduncan@vcc.ca	604 871 7000 / 5131

Program Content Guide

Purpose

This full time program prepares graduates to become registered nurses providing nursing care autonomously and in collaboration with other health care professionals with people of all ages in a variety of settings - hospitals, communities, homes, clinics and residential facilities. The graduate will apply critical thinking, skills and evidenced-informed practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration through the British Columbia College of Nurses and Midwives is required before employment as a RN in BC.

Admission Requirements

Admission to the Bachelor of Science in Nursing is through a competitive selection process. Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a [CASPer test](#) results.

The BScN is an annual selection based program. If **you are** applying for the September intake, you must meet all your education requirements **by in the date posted on January to April term of the website. same year.** Applicants that do not meet the educational requirements cannot be assessed for selection and their application will be cancelled.

The program will maintain a short waitlist for the same year pending withdrawals. An invited applicant may receive a one year deferral if requested. Those applicants meeting the requirements and not gaining entrance will need to reapply and resubmit academic information already provided. Applicants are not waitlisted for the following intake.

18 credits in first-year level university courses:

6 credits in English:

ENGL 1100 and ENGL 1200 with a minimum 'C+' ↗ grade or equivalent, *or*

ENGL 1101 and ENGL 1102 with a minimum 'C+' ↗ grade, for students whose first language is not

English and who have entered the program with an IELTS or CELFAN English proficiency assessment

English and who have entered the program with an IELTS or CELBAN English proficiency assessment ⁶⁴

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2

with a minimum 'C+' ~~C+~~ grade or **equivalent *taken within 5 years of the application date.** ~~equivalent~~

6 credits of courses with a minimum 'C+' ~~C+~~ grade in **any one** of the following Humanities or Social Sciences:

Psychology, Sociology, **Anthropology, Indigenous Studies, Gender Studies** ~~Anthropology~~ or equivalent

English Language Proficiency demonstrated by *one* of the following:

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional Language courses is not included in this three-year calculation, *or*

IELTS (International English Language Testing System) with an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.5, Reading 6.5, Writing 7.0, *or*

CELBAN (Canadian English Language Benchmarks Assessment for Nurses)* with minimum scores of: Speaking 8.0, Listening 10.0, Reading 8.0, Writing 7.0

* CELBAN is only suitable for those who have studied nursing in a country other than Canada

Knowledge of mathematics demonstrated by the following:

VCC Health Sciences Math Assessment with a minimum ~~80% overall~~ ~~80% overall~~ **and a minimum of 7 out of 9 in the** ~~in the applications section. If unsuccessful, it is recommended to complete the MATH section or, if~~

~~unsuccessful, completion of MATH~~ 1054 Math for Health Sciences **course with a minimum grade**

of Satisfactory prior to re-attempting the Math Assessment. a minimum grade of 80%

~~A minimum of 30 hours of volunteer or work experience with adults or children in acute care, long-term care or community health care agency, verified by a written reference from a volunteer coordinator or employer that details the length and nature of the experience~~

Submission of a CASPer score. CASPer Test score: CASPer Test scores are only valid for one admission cycle. Instructions are available

at: <https://takecasper.com/>

UPON ACCEPTANCE TO THE PROGRAM:

Criminal Record Check

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

Please Note: The regulatory body, the British Columbia College of Nurses and Midwives asks each applicant about criminal offenses. If you have ever been convicted of a criminal offense (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.

Current CPR Level C

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.

CPR certificates expire one year from the date of issue. Current status is required for all clinical and

practicum experiences.

TB Screening*

Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations*

Immunizations in the following are *strongly recommended* and in some case *may be required* for practicum placements:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chickenpox)

Hepatitis B

Influenza

Covid-19

N95 Respiratory Mask

An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.

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 the department on the first day of class.

* Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening.

NOTES:

Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service

(ICES) <https://www.bcit.ca/ices/> in addition to the 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

The BScN degree program is 8 terms and should be completed in three (3) years. There is a possibility of extending the period of time for completion up to five (5) years due to extenuating circumstances with appropriate consultation with Department Head or Dean.

Program Learning Outcomes

On completion of the Program, graduates will have the knowledge and skills to:

Maintain professional responsibility and accountability of nursing practice and professional conduct.

Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.

Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.

Uphold and promote the ethical standards of the nursing profession.

Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full time basis and is divided into eight terms each with a different clinical focus such as maternity, pediatrics, mental health, gerontology, community health and acute medical/surgical. Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 2, 3 and 6 designed to enhance the learning in previous terms. In Term 8, a final preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with emphasis on patient safety and patient-centred care.

Each term must be successfully completed before the next one can be started. The VCC BScN Framework for Healing and Health Promotion integrates several theories studied in this program. This framework looks at the relationships between the (person, family, community and population), environment, and **nurse**.

~~nurse:~~

~~The nurse uses “Relational Inquiry” (Doanne & Varcoe, 2015) and “Safe Care Nursing Framework” (Hundial, 2017) as a basis for nursing care.~~

A major emphasis of this program is active student participation. Throughout the program the instructor will encourage the students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class prepared for active participation in classroom, nursing lab and clinical activities. Course guides provide direction of learning for each class and/or lab. These guides may be presented online using the VCC learning platform Moodle. The instructor acts as facilitator and expert to promote a positive learning environment through activities such as small group seminars, group activities, case studies, and formative and summative lab activities designed to simulate clinical reality. Some courses may be offered in a blended delivery **model**. ~~mode:~~

~~Hartrick Doane, G. & Varcoe, C. (2015). How to nurse: Relational inquiry with individuals and families in changing health and health care contexts. Philadelphia: Lippincott, Williams & Wilkins. Hundial, H. (2017). Safe Care Nursing Framework. Retrieved from <http://www/safecarenursing.com>~~

Evaluation of Student Learning

Student progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through oral presentations, multiple choice exams, case studies, lab simulation and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. Students are expected to attend all classes, labs and clinical.

All students must receive a passing grade of 60% (GPA 2.0) in each of the BScN Program nursing and non-nursing courses (Math 1111, elective) with the exception of the following courses: NURS 1160 Pharmacotherapeutics 1; NURS 1162 Introduction to Pathophysiology; NURS 1260 Pharmacotherapeutics 2 ; NURS 1262 Pathophysiology Chronic Illness, NURS 2160 Pharmacotherapeutics 3, NURS 2162 Pathophysiology Acute Illness, NURS 2265 Child Health and Pharmacology NURS 2266 Maternal Health and Pharmacology, NURS 3160 Mental Health Nursing and NURS 3262 Pathophysiology Complex Illness. All require a passing grade of 72%

All Nursing Clinical Practice courses also require a passing grade of 72% in the classroom theory and clinical assignments, 100% in the dosage calculation component and a “Satisfactory” grade in the lab and clinical components. The student will have two opportunities to retake the dosage calculation component each term. A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. Course repeats are not allowed in the first year. If a student is unsuccessful in Term 1 or 2 courses, they will be required to re-apply to the program and will be waitlisted for entry. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

Recommended Characteristics of Students

A caring attitude.

A sincere interest in people of all ages who require all levels of care.

~~This includes individuals who are: mentally or physically disabled, experiencing life-threatening situations or requiring rehabilitation.~~ **Basic computer skills. skills:**

~~email, word processing, use of search engines and simple web-based programs.~~ **Good manual dexterity.** Flexibility to adjust to early morning, evening, or weekend practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a registered nurse, please review: [Becoming a Registered Nurse in BC: Requisite Skills and](#)

Abilities https://www.bccnm.ca/Documents/competencies_requisite_skills/RN_requisite_skills_abilities.pdf

~~-BCCNP-- RN Requisite skills and abilities-~~

Courses

Plan of Study Grid

Term One	Credits
NURS 1160 Nursing Pharmacotherapeutics 1	1.5
NURS 1161 Introduction to Collaboration	2
NURS 1162 Introduction to Pathophysiology	2
NURS 1163 Determinants of Health	2.5
NURS 1164 Nursing Clinical Practice 1	6.5
Credits	14.5
Term Two	
NURS 1260 Nursing Pharmacotherapeutics 2	2
NURS 1261 Collaboration with Older Adults	2
NURS 1262 Pathophysiology of Chronic Disease	2
NURS 1263 Developmental Transitions Older Adult	2
NURS 1264 Nursing Clinical Practice 2	6.5
NURS 1370 Clinical Consolidation 1	6
Credits	20.5
Term Three	
NURS 2160 Nursing Pharmacotherapeutics 3	2
NURS 2161 Collaboration Nursing Profession	2
NURS 2162 Pathophysiology Acute Illness	2
NURS 2163 Health Illness Transitions	2
NURS 2164 Nursing Clinical Practice 3	6.5
NURS 2370 Clinical Consolidation 2	6
Credits	20.5
Term Four	
NURS 2261 Collaboration with Families	2
NURS 2263 Childbearing Family Transition	2
NURS 2264 Nursing Clinical Practice 4	6.5
NURS 2265 Child Health and Pharmacology	2
NURS 2266 Maternal Health and Pharmacology	2
Credits	14.5
Term Five	
NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3
Credits	18
Term Six	
NURS 3262 Pathophysiology of Complex Illness	2
NURS 3263 Multiple Transitions	2

<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 3370</u> Clinical Consolidation 3	6
Credits	21
Term Seven	
<u>NURS 4163</u> Community Health	3
<u>NURS 4164</u> Community Health Clinical	3
<u>NURS 4166</u> Canadian Health Care System	2
<u>NURS 4168</u> Ethics in Health Care	2
<u>NURS 4169</u> Health Law	2
Elective in a College level Non-Nursing course *	3
Credits	15
Term Eight	
<u>NURS 4261</u> Nursing Leadership	3
<u>NURS 4264</u> Focused Preceptorship	12
Credits	15
Total Credits	139

* **Please Note:** Courses taken for elective credit must be approved by the Nursing Department.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. 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

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	Minimum Pass	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 Credits	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

Some changes were made to the math requirement to match that of the ADV entry PCG submitted on Sept 2021.

Assessment Centre Wed 10/9/2019 2:00 PM - 3:00 PM

Wendy LaFrance & Pat Mori

Health Sciences Math Assessment - Students on the waiting list will be grandfathered without the assessment but will be given an example text and high recommendation made to self administer and access the free Math 1054 course if they have any concerns.

When looking at the exam itself it is recommended that the overall mark be at least 80% with 3/4 correct in the algebra section and 7/9 in the applications section as well.

Registrar's Office Leah St Louis

February 21, 2020 - a discussion of math pre-assessment and suggestion of giving the students the exam

paper and VCC Health Sciences Math Assessment with a minimum 80% or completion of MATH 1054 Math for Health Sciences with a minimum grade of 80% (for those on the waiting list make it a suggestion to take this course)

- created a notification for the website regarding changes to admission requirements

Bonnie Chan - Associate Registrar of Admissions - December 2019 – January 2020

- ICES – values for the BScN program
- Discussion of the restrictions on the types or delineation of types of Humanities courses that qualify for admission, Leah to be informed of further decisions.

Les Apoutche, Associate Registrar, Records & Systems

November 2019 – February 2020 Consulted over several meetings regarding:

- Review of language of admission requirements
- Discussion about what appears on Banner
- What is assessed by the VCC Board of Governors in the document review.

Joined by Dave McMullen, Registrar

- Discussion of expiry of admission requirements in relation to student qualifications – stale dating admission requirements

Advising & Recruitment Doreen Chui-Chai, Senior Academic Advisor – November 21, 2019

- Look at Requisite Skills & abilities document
- Discussion of preferential admission for VCC LPN students.
- Discussion of High School Math & English curriculum

Centre for Teaching, Learning, and Research (CTLR) Julie Gilbert, IA May 2019 - April 2020

- consulted BScN team
- Supported the changes and preparations needed to put the existing Program Content Guides and Course Outlines through the VCC Curriculum and Education Council committees for approval.
- Assisted in multiple team and curriculum meetings

Marilyn Heaps IA April 2018 – May 2019

- consulted with BScN team
- supported changes and preparations needed to put the existing Program Content Guides and Course Outlines through the VCC Curriculum and Education Council committees for approval.

Affiliation, Articulation, and/or Accreditation Bodies Pervin Fahim, Operations Manager SHS October 23, 2019

- Degree Quality Assessment Board - discussion of goals and degree program review criteria
- Craig Mayer - DQAB Secretariat – sent document for review

Faculty/Department BSN Curriculum Committee April 2018 - present

- discussion and approval of program goals (learning outcomes) admission requirements, course descriptions, and maintenance of hours.
- ongoing reports of the progress of work

Student Services Dave Robinson – November 15, 2019

- Discussion of recommended characteristics
- Discussion of professional presence objective – is this at a program or course level

Affiliation, Articulation, and/or Accreditation Bodies BCCNP website

- RN requisite skills & abilities
- Professional Standards of Registered Nurses and Nurse Practitioners
- RN Entry Level Competencies

Other Todd Rowlett - EDCO curriculum committee chair – consulted May 2019 – April 2020

- Language and formatting consistent with Course Leaf templates
- Learning Outcome review

Other Department(s) College & Career Access - Ellen Turone – Math/Science Coordinator - November 5, 2019

- consult regarding the Math Assessment Test - Math 1054 course
- consult pending regarding development of Math Assessment Test

Margaret Buxton – English Coordinator

- Discussion of the English courses that might be available to help some of the EAL students –
- Discussion about English assessment

Other Department(s) Costa Karavas - Mathematics Department Head – December 2019

- math courses for admissions
- Discussion of the length of time from high school mathematics courses to admission in the program.

Financial Aid Murray McGregor - financial aid supervisor – February 2020

- re: the impact of moving the CPE courses NURS 2370 and NURS 3370 to different terms in different places in the program.

- it would actually be favorable to the amount of financial aid the student would be receiving.

Other Academic Timetabling - Pricilla Stone – February 19, 2020

- discussion when the changes of classes to different terms would affect the cohorts.

Marketing & Communications April 14, 2020 - Email sent to the department to advise of PCG and course changes so website and brochure updates can be made as necessary.

Provide any additional information if necessary.

Please note regarding the English language proficiency:

We have added a description of what is expected that is similar to the PN diploma and access programs.

There was a loop in the wording, with no definition for the BScN programs.

Present English Language Equivalents.

VCC English 1101 and 1102, for students whose first language is not English, with an ELA score or any other second language assessment

Proof of School of Health Science English Language proficiency.

Proof of School of Health Science English Language proficiency take the student back to the the page that gives the above definition.

Are there any expected costs to this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

<https://takecasper.com/about-casper/>

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

Get industry-leading training to provide safe, ethical, culturally sensitive, and person-centered care as a registered nurse in hospitals, communities, homes, clinics, and residential facilities.

What you will learn

What to expect

Reviewer

Comments



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 12, 2021

ISSUE: Revisions to five (5) Culinary Arts programs, three (3) new courses, and one revised course name

BACKGROUND:

The Culinary Arts department is proposing changes to all five of their programs. After running the programs for five years, they learned they could combine several courses to reduce the number of courses in their programs (something the Registrar's Office always loves).

- In the Professional Cook 1 programs, two courses have been combined into CULI 1510 Short Order and Café Service.
- In the Professional Cook 2 program, there are two courses combined from four: CULI 2500 Kitchen Management and Cost Control and CULI 2513 Restaurant Kitchen.
- The Culinary Arts Diploma contains all three new courses.

The department also took the opportunity to rename CULI 1506 to Production Kitchen (from Cook Chill Production Kitchen) to reflect more current terminology. They also updated admission requirements based on recommendations by the Registrar's Office to capture the changes the BC K-12 system has made to course names and to update the Recommended Characteristics of Students.

DISCUSSION:

The proposal was presented by Dennis Innes, Dean of Hospitality, Food Studies & Applied Business. The committee made several additional edits to the Student Characteristics (removing the word "maturity" and some re-organization). The committee also had a conversation about the math and English admission requirements. Dawn Cunningham Hall, Assistant Registrar for Curriculum and Calendar, explained that the old language of "English 10/Math 10 or equivalent" no longer matches the high school course names. Therefore, any high school math or English class meets the requirement. The new language of "Any grade 10 English/Math or equivalent" makes that explicit.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guides for Professional Cook 1 Plus, Professional Cook 1 (ITA Youth Cohort), Professional Cook 1 (EAL Cohort), Professional Cook 2, and the Culinary Arts Diploma, three new courses: CULI 1510, CULI 2500 and CULI 2513, and a revised course name: CULI 1506 Production Kitchen.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 22, 2021

Program Change Request

Date Submitted: 09/08/21 12:41 pm

Viewing: **Professional Cook 1 Plus Certificate**

Last approved: 07/02/20 9:31 am

Last edit: 09/22/21 3:19 pm

Changes proposed by: ysukic

Catalog Pages Using
this Program

[Professional Cook 1 Plus Certificate](#)

Program Name:

Professional Cook 1 Plus Certificate

Credential Level: Certificate

Effective Date: **April 2022** ~~July 2019~~

Effective Catalog
Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department Professional Cook 1 (5408)

Contact(s)

In Workflow

1. **5408 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/08/21 1:04 pm
Collin Gill (cgill):
Approved for 5408
Leader
2. 09/08/21 1:33 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:35 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 3, 2018 by
Todd Rowlatt
(trowlatt)
2. May 3, 2018 by
Todd Rowlatt
(trowlatt)
3. May 30, 2018 by
Ysabel Sukic (ysukic)
4. Sep 12, 2018 by
Ysabel Sukic (ysukic)

5. Oct 1, 2018 by Todd Rowlatt (trowlatt)⁷⁶
6. Feb 4, 2019 by Nicole Degagne (ndegagne)
7. May 29, 2019 by Collin Gill (cgill)
8. Aug 21, 2019 by Nicole Degagne (ndegagne)
9. Jul 2, 2020 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438487 8474

Program Content Guide

Purpose

To prepare learners for employment in the food industry by providing an authentic learning experience in industry kitchens to develop their culinary knowledge, skills, and professionalism.

Admission Requirements

Any grade English 10 English or equivalent

Any grade Math 10 Mathematics or **VCC's Basic Arithmetic assessment with an 80% or** equivalent

Valid Food Safe Level 1 Certificate

OR

Department Head Approval

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from

CULI 1504 Baking Techniques.

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from **CULI 1505** Butchery.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 32 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.

Identify and describe the principles of nutrition and balanced food combinations for institutional menus.

Adhere to industry health, safety and employment standards in the preparation, handling and storage of food and equipment.

Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.

Instructional Strategies, Design, and Delivery Mode

The Professional Cook 1 Plus Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 32 weeks.

The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and skills required for success in the culinary industry.

The program design is based on a learning-centred and experiential approach whereby students learn through experience in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for success in the food industry.

Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios.

Students must receive a **minimum 70%** in each course to receive the Professional Cook Plus Certificate.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the requirements for certification.

Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements:

Physical condition and stamina to meet the demands of the **program, including good motor skills and coordination**

~~culinary industry e.g. lift 50lbs. Ability to stand for long periods of time e.g. 5 hours or more~~ **Good motor skill coordination** Ability to multi-task, **work accurately with strong** and **neatly, efficient organizational** and **manage time effectively management skills**

Integrity, ability to take initiative and handle responsibility

~~Strong reading, comprehension and study skills~~ Ability to work **independently, respectfully and in groups independently**

Ability to give close attention to detail stand for sustained long periods of time

~~e.g. Interpersonal Maturity, interpersonal~~ & **respectful** communication skills

Some creativity is an asset

High standards of personal hygiene

Courses		
<u>CULI 1501</u>	Kitchen Orientation	5
<u>CULI 1502</u>	Culinary Techniques	4
<u>CULI 1503</u>	Garde Manger & Breakfast	4
<u>CULI 1504</u>	Baking Techniques	4
<u>CULI 1505</u>	Butchery	4
<u>CULI 1506</u>	Production Kitchen	4
CULI 1507	Flavour Principles & Menus	1
CULI 1508	Short Order Cafe	4

<u>CULI 1510</u>	Short Order and Cafe Service	5
<u>CULI 1509</u>	Catering	4
Total Credits		34

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

As part of this submission we are also submitting some course changes - renaming CULI 1506 and combining CULI 1507 and 1508. . After running this program for 5 years, we have realized that the outcomes in these courses can be combined to minimize the number of courses in the program, which results in minimizing our number of Moodle shells, extra work on the faculty end, and confusion on the student end. Also minimizing the evaluation plans to consist of exams and portfolio.

Are there any expected costs to this proposal.

no

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	
Registrar's Office	
Faculty/Department	
Department Support Staff	
Advising & Recruitment	
Disabilities Services	
Marketing & Communications	
Indigenous Education & Community Engagement (IECE)	

Additional Information

Provide any additional information if necessary.

We are also updating the recommended characteristics to align with all culinary programs

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

Take the first step toward a B.C. trade certificate and professional cooking career by learning soups and stocks, meat, seafood, poultry, breakfasts, cold kitchen, and desserts.

Program Change Request

Date Submitted: 09/08/21 12:41 pm

Viewing: **Professional Cook 1 Certificate (ITA Youth Cohort)**

Last approved: 02/04/19 2:21 pm

Last edit: 09/22/21 3:20 pm

Changes proposed by: ysukic

Catalog Pages Using
this Program

[Professional Cook 1 Certificate \(ITA Youth Cohort\)](#)

Program Name:

Professional Cook 1 Certificate (ITA Youth Cohort)

Credential Level: Certificate

Effective Date: September ~~2018~~ **2022**

Effective Catalog
Edition: 201809

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts - Satellite Prg (5406)

Contact(s)

In Workflow

1. **5406 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/08/21 1:05 pm
Collin Gill (cgill):
Approved for 5406
Leader
2. 09/08/21 1:34 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:35 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 10, 2018 by
Ysabel Sukic (ysukic)
2. Feb 4, 2019 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438474 8474

Program Content Guide

Purpose

To prepare learners enrolled in the ITA Youth Trades high school program for employment in the food industry by providing an authentic learning experience in industry kitchens to develop their culinary knowledge, skills, and professionalism.

Admission Requirements

Any grade English 10 English course or equivalent

Any grade 10 Mathematics or VCC's Basic Arithmetic assessment with an 80% or equivalent

Valid Food Safe Level 1 Certificate

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

~~Math 10 or equivalent Valid Food Safe Level 1 Certificate~~

Prior Learning Assessment & Recognition (PLAR)

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

~~n/a~~

Program Duration & Maximum Time for Completion

The program is 28 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.

Identify and describe the principles of nutrition and balanced food combinations for institutional menus.

Adhere to industry health, safety and employment standards in the preparation, handling and storage of food and equipment.

Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.

Instructional Strategies, Design, and Delivery Mode

The Professional Cook 1 ITA Youth Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 28 weeks.

The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and skills required for success in the culinary industry.

The program design is based on a learning-centred and experiential approach whereby students learn through experience in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for success in the food industry. Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peers assess and demonstrate and reflect on their learning through portfolios.

Students must receive a **minimum 70%** in each course to receive the Professional Cook 1 ITA Youth Certificate. Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the requirements for certification.

Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements:

Physical condition and stamina to meet the demands of the **program, including good motor skills and coordination**

~~culinary industry e.g. lift 50lbs. Ability to stand for long periods of time e.g. 5 hours or more~~ Good motor skill **coordination** Ability to multi-task, **work accurately with strong** and **neatly, efficient organizational** and **manage time effectively management skills**

Integrity, ability to take initiative and handle responsibility

Ability to work independently and respectfully in groups

Ability to give close attention to detail stand for sustained long periods of time

~~e.g. Strong reading, comprehension and study skills Work independently~~ **Interpersonal Maturity, interpersonal & communication skills**

Some creativity is an asset

High standards of personal hygiene

Courses		
<u>CULI 1501</u>	Kitchen Orientation	5
<u>CULI 1502</u>	Culinary Techniques	4
<u>CULI 1503</u>	Garde Manger & Breakfast	4
<u>CULI 1504</u>	Baking Techniques	4
<u>CULI 1505</u>	Butchery	4
<u>CULI 1506</u>	Production Kitchen	4
CULI 1507	Flavour Principles & Menus	1
CULI 1508	Short Order Cafe	4
<u>CULI 1510</u>	Short Order and Cafe Service	5
Total Credits		30

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

Updating to align recommended characteristics and courses to align with Professional Cook 1 Plus

Program Change Request

Date Submitted: 09/08/21 12:42 pm

Viewing: **Professional Cook 1 Certificate (EAL Cohort)**

Last approved: 02/25/20 9:56 am

Last edit: 09/22/21 3:21 pm

Changes proposed by: ysukic

Catalog Pages Using
this Program

[Professional Cook 1 Certificate \(EAL Cohort\)](#)

Program Name:

Professional Cook 1 Certificate (EAL Cohort)

Credential Level: Certificate

Effective Date: September ~~2020~~ **2022**

Effective Catalog
Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts ESL (5404)

Contact(s)

In Workflow

1. **5404 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/08/21 1:06 pm
Collin Gill (cgill):
Approved for 5404
Leader
2. 09/08/21 1:35 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Feb 12, 2020 by
Ysabel Sukic (ysukic)
3. Feb 25, 2020 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8474

Program Content Guide

Purpose

To prepare EAL learners for employment in the food industry by providing an authentic learning experience in industry kitchens to develop their culinary knowledge, skills, and professionalism with English language support.

Admission Requirements

[ELSK 0515](#) and [ELSK 0520](#) each with a grade of 'S' or equivalent (Canadian Language Benchmarks of Listening 5, Speaking 5, Reading 5 and Writing 5)

or

[English Language Proficiency](#) demonstrated by *one* of the following:

- o [IELTS](#) (International English Language Testing System) with a minimum overall score of 4.5 with no band lower than 4.0

or

- o [TOEFL iBT](#) (Test of English as a Foreign Language Internet-based Test) with a minimum score of 45, or equivalent

Any grade Math 10 Mathematics course with a passing grade, or VCC's Basic Arithmetic assessment with an 80% or equivalent

or

~~Approval of the department Food Handling Requirements — Ability to physically handle all seafood, including but not limited to fish and shellfish~~ **Approval of the department**

Applicants must be able — Ability to physically handle; handle beef, lamb, pork, and all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed. of poultry and game

Notes

~~— Ability to physically handle all dairy products and associated by-products — Disclosure of known food allergies~~ **Notes** Applicants with a VCC [Baking and Pastry Certificate](#) or Baking and Pastry Red Seal Certificate may be exempt from [CULI 1504 Baking Techniques](#)

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from [CULI 1505 Butchery](#).

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 40 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.

Identify and describe the principles of nutrition and balanced food combinations for institutional menus.

Adhere to industry health, safety and employment standards in the preparation, handling and storage of food and equipment.

Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.

Communicate clearly and professionally in English using industry-specific language and sociocultural practices;

Instructional Strategies, Design, and Delivery Mode

The Professional Cook 1 Certificate (EAL Cohort) is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 40 weeks.

The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to develop their English language, practical cooking and professional skills. Classroom instruction, including an English language course, Foodsafe level 1 and two practicum courses are designed for students to develop theoretical knowledge and skills required for success in the culinary industry.

The program design is based on a learning-centred and experiential approach whereby students learn through experience in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for success in the food industry.

Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios.

Students must receive a **minimum 70%** in each course to receive the Professional Cook 1 Certificate (EAL Cohort). Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the requirements for certification.

Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements:

Physical condition and stamina to meet the demands of **the program, including good motor skills and coordination**

~~the culinary industry e.g. lift 50lbs. Ability to stand for long periods of time e.g. 5 hours or more~~ **Good motor skill coordination** Ability to **multi-task, work accurately multi-task, with strong and neatly, and efficient organizational and manage time effectively** ~~and time management skills~~

Integrity, ability to take initiative and handle responsibility

~~Strong reading, comprehension and study skills~~ **Ability to work independently and respectfully in groups**

Ability to give close attention to detail for sustained long stand for long periods of time

~~e.g. Interpersonal Maturity, interpersonal~~ & **respectful** communication skills

Some creativity is an asset

High standards of personal hygiene

Courses		
<u>ELSK 1018</u>	English for Culinary Arts 1	6
<u>CULI 1501</u>	Kitchen Orientation	5
<u>CULI 1502</u>	Culinary Techniques	4
<u>CULI 1503</u>	Garde Manger & Breakfast	4
<u>ELSK 1028</u>	English for Culinary Arts 2	6
<u>CULI 1504</u>	Baking Techniques	4
<u>CULI 1505</u>	Butchery	4
<u>CULI 1182</u>	Cook Practicum 1-Introductory	2
<u>ELSK 1038</u>	English for Culinary Arts 3	6

<u>CULI 1506</u>	Production Kitchen	4
CULI 1507	Flavour Principles & Menus	1
CULI 1508	Short Order Cafe	4
CULI 1510	Short Order and Cafe Service	5
<u>CULI 1183</u>	Cook Practicum 2 -Advanced	2
Total Credits		52

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	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 Grade	Percentage	Description	Grade Point Equivalency
Standings			
		Audit, No Credit	N/A

K	AUDIT. NO CREDIT	N/A ⁹²
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

Updating to align recommended characteristics and courses to align with Professional Cook 1 Plus

Are there any expected costs to this proposal.

no

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Program Change Request

Date Submitted: 09/08/21 12:42 pm

Viewing: **Professional Cook 2 Advanced**

Certificate

Last approved: 08/21/19 10:28 am

Last edit: 09/22/21 3:21 pm

Changes proposed by: ysukic

Catalog Pages Using
this Program

[Professional Cook 2 Advanced Certificate](#)

Program Name:

Professional Cook 2 Advanced Certificate

Credential Level: Advanced Certificate

Effective Date: **April 2022** ~~August 2019~~

Effective Catalog
Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Professional Cook 2 (5409)

Contact(s)

In Workflow

1. **5409 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/08/21 1:07 pm
Collin Gill (cgill):
Approved for 5409
Leader
2. 09/08/21 1:36 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:35 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Sep 13, 2018 by
Ysabel Sukic (ysukic)
2. Oct 1, 2018 by Todd
Rowlatt (trowlatt)
3. Feb 4, 2019 by
Nicole Degagne
(ndegagne)
4. Jun 17, 2019 by
Ysabel Sukic (ysukic)
5. Aug 21, 2019 by
Nicole Degagne

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8474

Program Content Guide

Purpose

To prepare learners for advancement in the food industry by providing an authentic learning experience in industry kitchens to further develop their culinary knowledge, skills, and professionalism.

The Professional Cook 2 Advanced Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA).

Admission Requirements

ITA Professional Cook 1 Certificate of Qualification

~~English 10 or equivalent Math 10 or equivalent Valid Food Safe Level 1 Certificate OR~~

Valid Serving It Right Certificate

Any grade English 10 English course or equivalent or Department Head approval

Any grade 10 Mathematics course or VCC's Basic Arithmetic assessment with an 80% or equivalent or

Department Head **approval Approval**

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. **Any Any** other known food allergies must be disclosed.

Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from CULI 2507 Advanced Baking.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 16 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.

Plan, design and write menus for culinary establishments that reflect nutritional and specific dietary needs.

Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.

Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.

Instructional Strategies, Design, and Delivery Mode

The Professional Cook 2 Advanced Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 16 weeks.

The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to further develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and skills required for advancement in the Culinary Industry.

The program design is based on a **learning-centered and learning-centred and** experiential approach whereby students learn through experience working in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for advancement in the food industry. Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios

Students must receive a minimum 70% in each course to receive the VCC Professional Cook 2 Advanced Certificate.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the requirements for certification.

Students who receive VCC's Professional Cook 2 Advanced Certificate are eligible to take the ITA's theoretical and practical exams required for the ITA certification.

Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following **essential requirements:** ~~Essential Skills Requirements:~~

Physical condition and stamina to meet the demands of the **program, including good motor skills and coordination**

~~culinary industry e.g.lift50lbs.Ability to stand for long periods of timee.g.5 hours or more~~ **Good motor skill**

~~coordination~~ Ability to multi-task, **work accurately with strong** and **neatly, efficient organizational** and **manage time effectively management skills**

Integrity, ability to take initiative and handle responsibility

Ability to work independently, respectfully and in groups

Ability to give close attention to detail stand for sustained long periods of time

~~e.g.Strong reading, comprehension and study skillsWork independently~~ **Interpersonal Maturity, interpersonal & respectful** communication skills

Some creativity is an asset

High standards of personal hygiene

Courses

CULI 2501	Kitchen Management	1
CULI 2502	Purchasing & Receiving	2
<u>CULI 2500</u>	Kitchen Management and Cost Controls	3
CULI 2503	Restaurant Customer Service	2
CULI 2504	Nutritional Menu Development	1
CULI 2505	Advanced Cookery	2

<u>CULI 2506</u>	Global & Vegetarian Cuisine	2
<u>CULI 2507</u>	Advanced Baking	5
CULI 2508	Restaurant Line Cooking	1.5
CULI 2509	Appetizers & Platters	1.5
CULI 2510	Advanced Butchery-Charcuterie	1.5
CULI 2513	Restaurant Kitchen	4.5
Total Credits		19.5

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	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	Percentage	Description	Grade Point Equivalency

R	Audit. No Credit
EX	Exempt. Credit Granted
TC	Transfer Credit

N/A

N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

Serving It Right was not previously required with the pre-Covid format of using the first wee of the course for "training" without running restaurant service. This gave the students a week to obtain the certificate before serving alcohol in the restaurant. As we are adjusting to only day 1 of the course not running service, students will now be required to be legally able to service alcohol as of the second day of the program.

Updating our language for recommended characteristics.

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Overall, I think it looks good. I thought the Purpose might be a bit short and vague - could you include an overview of some of the key learning outcomes and/or this line from the instructional strategies?
Marketing & Communications	

Consultated Area	Consultation Comments
Registrar's Office	<p>The changes you have made so far looked well-reasoned; no concerns from the RO.</p> <p>I am looking forward to seeing the changes to the courses you are combining. I think this is a great choice, and will make things more streamlined for both faculty and students.</p>
Advising & Recruitment	
Faculty/Department	
Disabilities Services	
Indigenous Education & Community Engagement (IECE)	<p>Overall, we do not see any glaring add-ons or changes to the Courseleaf.</p> <p>However, we could add some traditional Indigenous social values into the body of the document. For example, under the heading Recommended Characteristics of Students, we added the words respectfully and respectful. Indigenous peoples (and others) value Respect (self, others, the land, and animals).</p>
Other	

Additional Information

Provide any additional information if necessary.

As part of this submission we are also submitting some course changes - combining CULI 2501 and 2502, as well as combining CULI 2508, 2509 and 2510. After running this program for 5 years, we have realized that the outcomes in these courses can be combined to minimize the number of courses in the program, which results in minimizing our number of Moodle shells, extra work on the faculty end, and confusion on the student end. Also minimizing the evaluation plans to consist of exams and portfolio,

Adjusted the "Purpose" language as per Andy's suggestion - might need a little word smithing....

Supporting
documentation:

Marketing Information

Program Change Request

Date Submitted: 09/08/21 12:51 pm

Viewing: **Culinary Arts Diploma**

Last approved: 08/21/19 9:33 am

Last edit: 09/17/21 3:09 pm

Changes proposed by: ysukic

Catalog Pages Using
this Program

[Culinary Arts Diploma](#)

Program Name:

Culinary Arts Diploma

Credential Level: Diploma

Effective Date: **April 2022** ~~July 2019~~

Effective Catalog Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts (Blended) (5410)

Contact(s)

In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 09/09/21 3:57 pm
Ysabel Sukic
(ysukic): Approved for 5410 Leader
2. 09/10/21 7:29 am
Dennis Innes
(dinnes): Approved for SHP Dean
3. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Mar 16, 2018 by
Todd Rowlatt
(trowlatt)
3. Jun 13, 2018 by
Todd Rowlatt
(trowlatt)
4. Jan 25, 2019 by
Ysabel Sukic (ysukic)

5. Mar 12, 2019 by Ysabel Sukic (ysukic)
6. May 29, 2019 by Collin Gill (cgill)
7. Aug 21, 2019 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Ysabel Sukic Collin Gill	ysukic@vcc.ca cgill@vcc.ca	6044438487 8487

Program Content Guide

Purpose

The Culinary Arts Diploma is designed to prepare international students for employment as line cooks or third cooks in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps, and institutional kitchens.

Admission Requirements

English Language Proficiency demonstrated by one of the following:

Any grade ~~Grade~~ 10 English **course** or equivalent

or OR

Academic ~~ELTS~~ **(International English Language Testing System) with a minimum overall score of 5.5 with no (no**
band **lower** ~~less~~ than **5.0**

or

~~5); TOEFL iBT 68; Canadian Language Benchmark:~~ **TOEFL iBT (Test of English as a Foreign Language Internet-based Test) with a minimum score of 68**

or

Canadian Language Benchmark: Listening 7, Speaking 7, Reading **7, 7** and Writing 6

Any grade ~~Math~~ 10 **Mathematics course or VCC's Basic Arithmetic assessment with an 80% or or** equivalent

Upon acceptance:

The following must be provided to the Culinary Arts Department before the end of CULI 1501 Kitchen Orientation (the first course of the program):

Valid Food Safe Level 1 Certificate

~~Valid Serving It Right Certificate Food Safe Level 1 Certificate~~

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from [CULI 1504](#) Baking Techniques.

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from [CULI 1505](#) Butchery.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 17 months. Students have a maximum of three years to complete the diploma.

Program Learning Outcomes

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

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, flavour, texture and overall appearance according to product specifications and standards.

Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.

Adhere to industry health, safety and employment standards in preparation, handling and storage of food and equipment.

Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.

Instructional Strategies, Design, and Delivery Mode

The Culinary Arts Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary theory is taught in a classroom setting and uses a combination of lecture, class discussion, and independent study to promote the development of professional practice in the food industry.

A major emphasis of the diploma program is active student participation. Students are encouraged to become self-directed and responsible for their own learning and to come to class well prepared for active participation in classroom and kitchen activities.

Evaluation of Student Learning

Students are evaluated through written and practical exams, assignments, projects, and portfolios.

Students must receive a **minimum 70%** in each course to receive the Culinary Arts Diploma.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the graduation requirements for the diploma.

Students who meet all the requirements for the Culinary Arts Diploma are eligible to take the ITA's theoretical and practical exams required for the ITA Certificate of Qualification.

Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen.

~~Ability to communicate effectively in written and spoken English~~ Physical condition and stamina to meet the

demands of **the program, including good motor skills and coordination**

~~the culinary industry e.g.~~ **Ability to multi-task, work accurately with**

strong and neatly, and manage time effectively

~~lift 50lbs. Ability to stand for long periods of time e.g. 5 hours or more Good motor skill coordination Ability to~~

take initiative multi-task, with strong and handle responsibility efficient organizational and time management skills

~~Ability~~ **Ability to work independently communicate effectively in written and respectfully in groups spoken English**

Ability to give close attention to detail for sustained long stand-for-long periods of time

~~e.g. Strong reading, comprehension and study skills Work independently Maturity Maturity, interpersonal &~~

respectful Interpersonal communication skills

Some creativity is an asset

High standards of personal hygiene and integrity

Courses

Plan of Study Grid

Term One	Credits
<u>CULI 1501</u> Kitchen Orientation	5
<u>CULI 1502</u> Culinary Techniques	4
<u>CULI 1503</u> Garde Manger & Breakfast	4
<u>CULI 1504</u> Baking Techniques	4
Credits	17
Term Two	
<u>CULI 1505</u> Butchery	4
<u>CULI 1506</u> Production Kitchen	4
CULI 1507 Flavour Principles & Menus	1
CULI 1508 Short Order Cafe	4
<u>CULI 1510</u> Short Order and Cafe Service	5
<u>CULI 1509</u> Catering	4
Credits	17
Term Three	
<u>CULI 1526</u> Cook Chill Production Kitchen 2	4
<u>CULI 1528</u> Short Order Cafe 2	4
Credits	8
Term Four	

CULI 2501 Kitchen Management	1
CULI 2502 Purchasing & Receiving	2
CULI 2500 Kitchen Management and Cost Controls	3
<u>CULI 2503</u> Restaurant Customer Service	2
<u>CULI 2504</u> Nutritional Menu Development	1
<u>CULI 2505</u> Advanced Cookery	2
<u>CULI 2506</u> Global & Vegetarian Cuisine	2
<u>CULI 2507</u> Advanced Baking	5
CULI 2508 Restaurant Line Cooking	1.5
CULI 2509 Appetizers & Platters	1.5
CULI 2510 Advanced Butchery-Charcuterie	1.5
CULI 2513 Restaurant Kitchen	4.5
Credits	19.5
Term Five	
<u>CULI 2511</u> Modern Cuisine	8.5
<u>CULI 2512</u> Culinary Practicum	3
Credits	11.5
Total Credits	73

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
Grade	Percentage	Description	Grade Point Equivalency
F	0-69	Failing Grade – unable to proceed to next term	0.00

S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course**Standings**

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

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

Updating to align recommended characteristics to align with all culinary programs. Also to align with courses taught in PC1 and PC2.

Are there any expected costs to this proposal.

no

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	
Registrar's Office	
Faculty/Department	

Consultated Area	Consultation Comments
Department Support Staff	
Advising & Recruitment	
Disabilities Services	
Indigenous Education & Community Engagement (IECE)	
International Education	
Marketing & Communications	
Student Services	
Other	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: International

Marketing Description

Learn the skills and techniques of professional commercial cooking from Canada's top chefs in a fully equipped industrial kitchen.

What you will learn

What to expect

Reviewer

Comments

Course Change Request

Date Submitted: 09/08/21 12:54 pm

Viewing: **CULI 1506 : ~~Cook-Chill~~ Production**

Kitchen

Last approved: 07/25/19 4:41 am

Last edit: 09/17/21 10:18 am

Changes proposed by: ysukic

Programs
referencing this
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(ITA Youth Cohort\)](#)

Course Name:

~~Cook-Chill~~ Production Kitchen

Effective Date: April 2022

School/Centre: Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department: Culinary Arts (Blended) (5410)

Contact(s)

In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/09/21 3:57 pm
Ysabel Sukic
(ysukic): Approved
for 5410 Leader
2. 09/10/21 7:29 am
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 30, 2018 by
cdeans
2. Jul 25, 2019 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ysabel Sukic =	ysukic@vcc.ca =	6044438487 =

Banner Course ~~Cook-Chill~~ Production Kitchen

Name:

Subject Code: CULI - Culinary Arts

Course Number 1506

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 0-4

Bridge Course Level 01

Course Description:

Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-Requisites (if applicable):

~~Acceptance into the Professional Cook 1 + Catering Certificate program~~

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Details of PLAR:**Course Learning****Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Apply effective time management, communication, and teamwork skills needed to work in a production kitchen
CLO #2	Describe and apply the fundamental principles and skills of moist and dry heat cooking techniques to a variety of products

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

CLO #3	Assess consistency and quality standards of mise en place and products for service in a production kitchen
CLO #4	Apply industry standards and procedures essential for food and kitchen safety to a variety of equipment and products in a production kitchen
CLO #5	Apply math skills required for production in a cook-chill kitchen

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Evaluation and Grading

Grading System: Percentages-ITA
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	35	Practical Exam
Assignments	15	
Portfolio	15	
Final Exam	35	Multiple Choice Exam

Hours by Learning Environment Type

Total Hours 100

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

70

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for a Production Kitchen and Cook Chill
4. Commercial Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to the **Cook-Chill** Production Kitchen
6. Dry and Moist Heat Cooking Methods

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

Professional Cook 1 plus

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultation

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 09/08/21 12:44 pm

Viewing: **CULI 1510 : Short Order and Cafe Service**

Last edit: 09/17/21 3:01 pm

Changes proposed by: ysukic

Programs
referencing this
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(ITA Youth Cohort\)](#)

Course Name:

Short Order and Cafe Service

Effective Date:

April 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/10/21 6:13 am
Ysabel Sukic
(ysukic): Approved
for 5410 Leader
2. 09/10/21 7:30 am
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438487

Banner Course Name: Short Order and Cafe Service

Subject Code: CULI - Culinary Arts

Course Number: 1510

Year of Study: 1st Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours 0-4

Bridge Course Level

Course Description:

This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.

Building on skills and knowledge acquired in previous classes, this course also gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the nutritional elements of a healthy diet
CLO #2	Identify and describe the principles of food combinations based on nutrition, taste, and flavour principles
CLO #3	Identify and describe a variety of institutional menus and terminology
CLO #4	Apply effective time management, teamwork, and communication skills needed for working in a team in a short order kitchen
CLO #5	Apply the fundamental principles, skills and techniques to produce a variety of sandwiches and hot food products in a cafe setting

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

CLO #6	Assess and modify products and service for consistency and quality standards in a short order cafe
CLO #7	Apply industry standards and procedures essential for food and kitchen safety in a production kitchen and short order cafe

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Evaluation and Grading

Grading System: Percentages-ITA
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	75	Combination of assignments, activities, quizzes and projects
Final Exam	25	Multiple Choice Exam-Final

Hours by Learning Environment Type

Total Hours 100

Lecture, Seminar, Online

25

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

75

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Basic Nutrition
4. Palette Development and Taste & Flavour Principles
5. Introduction to Menus
6. Health And Safety Principles for a Short Order Café
7. Introduction to the Short Order Café and Kitchen Stations

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

Professional Cook 1 Plus

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/08/21 12:47 pm

Viewing: **CULI 2500 : Kitchen Mngt & Cost Controls**

Last edit: 09/17/21 3:01 pm

Changes proposed by: ysukic

Programs
referencing this
course

[124: Professional Cook 2 Advanced Certificate](#)

[34: Culinary Arts Diploma](#)

Course Name:

Kitchen Management and Cost Controls

Effective Date:

April 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Culinary Arts (Blended) (5410)

Contact(s)

In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/09/21 3:57 pm
Ysabel Sukic
(ysukic): Approved
for 5410 Leader
2. 09/10/21 7:31 am
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438487

Banner Course

Kitchen Mngt & Cost Controls

Name:

Subject Code:

CULI - Culinary Arts

Course Number

2500

Year of Study

1st Year Post-secondary

Credits:

3

Bridge College Code

Bridge Billing Hours 0-2

Bridge Course Level

Course Description:

This course introduces students to kitchen management procedures, including the basic principles of human resources, Canadian Labour laws and food storeroom principles and inventory procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Culinary Arts Programs. Students continue to (re)develop their culinary career pathway.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate effective communication skills relevant to human resource management
CLO #2	Describe the B.C. Human Rights Act and Employment Standards Act as it pertains to a cook within the culinary industry and human resource management
CLO #3	Apply effective time management and teamwork skills needed to work in a storeroom
CLO #4	Describe and apply the fundamental principles and skills for maintaining a storeroom and procedures required for purchasing and receiving
CLO #5	Assess products for consistency and quality standards in a storeroom and apply industry standards and procedures essential for food safety in a storeroom
CLO #6	Apply financial principles and math skills to determine kitchen operation costs including managing inventory, requisitions and stock rotation
CLO #7	Assess professional and employment skills to revise and/or develop career pathway

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, projects and independent study

Evaluation and Grading

Grading System: Percentages-ITA
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	65	Combination of assignments, activities, quizzes and projects
Exam	35	Multiple Choice Exam-Final

Hours by Learning Environment Type

Total Hours 56

Lecture, Seminar, Online
14

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
36

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. HR Communication Skills
3. The Respectful Workplace
4. Food Service Operations and Business
5. Culinary Career Journey and Life Long Learning
6. Health And Safety Principles for Purchasing & Receiving
7. Commercial Kitchen Equipment for the Store Room
8. Introduction to Food Store Room Procedures
9. Introduction to Inventory Management

Course Change Request

New Course Proposal

Date Submitted: 09/08/21 12:48 pm

Viewing: **CULI 2513 : Restaurant Kitchen**

Last edit: 09/17/21 3:01 pm

Changes proposed by: ysukic

Programs
referencing this
course

[124: Professional Cook 2 Advanced Certificate](#)
[34: Culinary Arts Diploma](#)

Course Name:

Restaurant Kitchen

Effective Date:

April 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/09/21 3:57 pm
Ysabel Sukic
(ysukic): Approved
for 5410 Leader
2. 09/10/21 7:31 am
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 09/22/21 3:36 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438487

Banner Course

Restaurant Kitchen

Name:

Subject Code:

CULI - Culinary Arts

Course Number

2513

Year of Study

1st Year Post-secondary

Credits:

4.5

Bridge College Code

Bridge Billing Hours 0-1.5

Bridge Course Level

Course Description:

This course introduces students to station prep and cooking in an a la carte service restaurant. This includes the knowledge and skills for identifying, processing and cooking pork, lamb, veal, specialty poultry and specialty seafood products including cured and preserved items. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant cooking. Students are introduced to running the pass of a restaurant kitchen and develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply principles, skills and advanced preparation and cooking techniques to produce a variety of menu products for restaurant service
CLO #2	Apply effective time management, communication, and teamwork skills needed to prepare dishes and expedite orders in a restaurant kitchen
CLO #3	Assess a variety of products and service for consistency and quality standards
CLO #4	Apply industry standards and procedures essential for food and kitchen safety in a restaurant kitchen
CLO #5	Apply math skills for restaurant service production levels
CLO #6	Plate and present restaurant menu items

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Evaluation and Grading

Grading System: Percentages-ITA
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	65	Combination of assignments, activities, quizzes and projects
Exam	35	Multiple Choice Exam-Final

Hours by Learning Environment Type

Total Hours 100

Lecture, Seminar, Online
25

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
75

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for the Restaurant Kitchen
4. Equipment Use and Maintenance for the Restaurant Kitchen
5. Introduction to the Restaurant Kitchen
6. Introduction to the Pass and Expediter's Operating Procedures
7. A la Carte Line Operation and Service
8. Menu Styling and Presentation

NOTE TO CURRICULUM DEVELOPERS / DEPARTMENT LEADERS:

To avoid unnecessary delay, please contact the [CTLR](#) and the Registrar’s Office, and begin the consultation process with required internal and external areas as early as possible in the curriculum design and development process.

DEPARTMENT LEADER & DEAN approve completed documentation in CourseLeaf Workflow by	CURRICULUM COMMITTEE meeting package emailed to members	CURRICULUM COMMITTEE meets	EDUCATION COUNCIL meeting package emailed to members	EDUCATION COUNCIL meets	FINANCE & AUDIT COMMITTEE meets*	BOARD OF GOVERNORS meets
November 5, 2021	November 9, 2021	November 16, 2021	November 30, 2021	December 7, 2021	January 26, 2022	February 9, 2022
December 3, 2021	December 7, 2021	December 14, 2021	January 4, 2021	January 11, 2021	January 26, 2022	February 9, 2022
January 7, 2022	January 11, 2022	January 18, 2022	February 1, 2022	February 8, 2022	March 16, 2022	March 30, 2022
February 4, 2022	February 8, 2022	February 15, 2022	March 1, 2021	March 8, 2022	March 16, 2022	March 30, 2022
March 4, 2022	March 8, 2022	March 15, 2022	April 5, 2022	April 12, 2022	May 18, 2022	May 26, 2022
April 8, 2022	April 12, 2022	April 19, 2022	May 3, 2022	May 10, 2022	May 18, 2022	May 26, 2022
May 6, 2022	May 10, 2022	May 17, 2022	May 31, 2022	June 7, 2022	June 15, 2022	June 29, 2022
June 10, 2022	June 14, 2022	June 21, 2022	September 6, 2022	September 13, 2022	September 21, 2022	September 29, 2022
August 5, 2022	August 9, 2022	August 16, 2022	September 6, 2022	September 13, 2022	September 21, 2022	September 29, 2022
September 9, 2022	September 13, 2022	September 20, 2022	October 4, 2022	October 11, 2022	November 2, 2022	November 23, 2022
October 7, 2022	October 11, 2022	October 18, 2022	November 1, 2022	November 8, 2022	December 7, 2022	TBD
November 4, 2022	November 8, 2022	November 15, 2022	November 29, 2022	December 6, 2022	TBD	TBD
December 2, 2022	December 6, 2022	December 13, 2022	January 3, 2023	January 10, 2023	TBD	TBD

*Finance & Audit Committee (FAC) recommends tuition to the Board; only required for new programs and standalone courses that involve approval of a tuition and fee structure.

CONTACTS

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Education Council Chair: Elle Ting, eting@vcc.ca, ext. 8308



INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	October 12, 2021
ISSUE:	Dissolving Appeals Oversight Committee

BACKGROUND:

The Appeals Oversight Committee (the committee; AOC) was established in June 2013 to recruit and train panelists for student appeals, as well as to provide feedback on the overall functionality of the College's appeals processes.

The review of student conduct policies at that time identified the need for trained panelists. It was decided, and written in policy, that the College would maintain a group of 30–40 trained individuals to draw on for pre-scheduled monthly hearings. This process was eventually abandoned.

DISCUSSION:

Since the committee's inception, the overall landscape at the College has changed significantly due to

- updated or newly established College plans and initiatives;
- new and/or expanded areas and departments, particularly Students and Community Development;
- overlap of the committee's work with the work of other committees and areas, such as Education Policy Committee; Justice, Equity, Diversity & Inclusion (d/JEDI) initiatives, and the Equity, Diversity & Inclusion (EDI) Advisory Committee.

The committee's role has shifted from oversight to a working body, with the majority of the work being done in small subgroups, and updates provided to the larger group at full committee meetings. This indicates that the issues being addressed by the committee might best be accomplished by ad hoc committees of Education Council, Education Policy Committee, or by other areas of the College.

Additionally, the scope of the committee overlaps with work being done in the Offices of Student Conduct and Judicial Affairs and the Arbiter of Student Issues. This raises the question of the most appropriate positioning and support of this work within the College's structure. It is widely acknowledged that the committee has done outstanding work over the past several years to support students and develop best practices for appeals, and the contributions of committee members are deeply appreciated. A summary of the committee's work and recommendations to ensure the continuity of these initiatives are provided in Appendix A.

RECOMMENDATION:

Based on these considerations, the EdCo Executive recommends that Education Council dissolve the Appeals Oversight Standing Committee. This item will come for discussion at the October 12, 2021 Education Council meeting, at which feedback from committee members will be shared.

ATTACHMENTS: Appendix A – Table: Committee Duties, Considerations and Recommendations
Appendix B – Appeals Oversight Committee Terms of Reference

PREPARED BY: Elle Ting, Chair, Education Council
Natasha Mandryk, Vice Chair, Education Council
Lucy Griffith, Executive Member, Education Council; Chair, Appeals Oversight Committee
Todd Rowlatt, Executive Member, Education Council

DATE: September 24, 2021

Summary of Appeals Oversight Committee Work and Recommendations

Duties	Committee Work	Considerations	Next Steps
Coordinate the recruitment and training of individuals for student appeal panels.	<p>Developed Moodle online training course and other training materials and resources to support chairs and the appeal hearing process.</p> <p>In-person Tribunal Training Days in 2017 and 2020.</p> <p>Maintaining roster of trained panelists to provide to tribunal chairs.</p>	<p>The committee has a roster of trained panelists (over 50 employees; 5 students).</p> <p>Ad hoc spot training for upcoming appeal hearings is usually conducted by the Arbiter of Student Issues (ASI) as required.</p> <p>With a significant number of College members trained and asynchronous online training and resources available, full-day in-person training may no longer be required.</p>	<p>Review and refresh Moodle content as required; ad hoc committee.</p> <p>In-person training on an ad hoc basis offered by ASI?</p>
Collect anonymous data on appeals and outcomes.	<p>Former committee chair Debbie Sargent created a spreadsheet for deans to populate; mostly information on Health Sciences appeals. Last updated in 2018.</p> <p>AOC/EdCo currently does not receive information on appeals (except for appeals to EdCo) nor does it have a mechanism to obtain data.</p> <p>AOC subcommittee recently created a rationale for tracking and a draft tracking spreadsheet.</p>	<p>Information on appeals resides with other College actors that chair appeal hearings or maintain student files (Deans; Student & Enrolment Services).</p> <p>Move to expand data collection to include both tribunal and non-tribunal appeals and complaints; complaints under non-educational policies; and student demographic data.</p> <p>Concerns about privacy and confidentiality of student information; would require a Privacy Impact Assessment (PIA). Question about the College's overall approach</p>	<p>Recommendation that EdCo request annual summary reports from actors managing student appeals and student files (Deans; Student & Enrolment Services)</p>

		<p>to data collection on demographics, in the context of EDI.</p> <p>ASI is looking to obtain a database to track student cases, outcomes, and demographic data (see ASI renewal report).</p>	
<p>Review and make recommendations to the College regarding the resources required to adequately respond to student appeals.</p>	<p>Developed resources to support appeal panelists and chairs:</p> <ul style="list-style-type: none"> • Overall Steps/ Process for an Appeal Tribunal Chair • Initial Pre-Tribunal Hearing Meeting Called by the Chair • Tribunal Hearing Participant Package & Agenda • Tribunal Agenda • Chair Opening/ Closing Remarks • Chair’s Instructions to Hearing Panel • Sample Decision Letter 		<p>Share resources with potential chairs of appeal tribunals. Determine who, where and how.</p>
<p>Provide feedback to Education Council on the overall functionality of the College’s appeal processes.</p>		<p>Education Policy Committee reviews and Education Council approves or recommends for approval policies and procedures. Feedback from College community.</p> <p>Appeals Oversight Committee has no direct insight into how appeals processes are functioning.</p>	<p>Revision of policies or procedures is initiated by the policy sponsor. Feedback on the functionality of appeals processes would be gathered through policy writers’ consultations and through community feedback. If additional policy-writing support is required, establish ad hoc working groups.</p>

**Appeals Oversight Committee of Education Council
Terms of Reference**

First Approved by Education Council: June 11, 2013
Last revised and approved by Education Council: September 8, 2020

Committee name:	Appeals Oversight Committee
Type:	Standing Committee of Education Council
Chairperson:	An Education Council member is elected by Education Council at the December meeting for a 1-year (January-December) term as Chair of the Appeals Oversight Committee.
Responsible To:	Education Council
Purpose:	The Committee is a standing committee of Education Council charged with ensuring that student appeal proceedings 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:	<p>The Committee will:</p> <ol style="list-style-type: none"> 1. Coordinate the recruitment and training of individuals for student appeal committees and panels. 2. Collect anonymous data on appeals and outcomes. 3. Review and make recommendations to the College regarding the resources required to adequately respond to student appeals. 4. Provide feedback to Education Council on the overall functionality of the College's appeal processes.
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.
Timeframe and Reporting:	The Committee meets a minimum of two (2) times per year and reports to Education Council at the meeting following the Committee's meeting.
Membership:	<p>The Committee is comprised of the following members.</p> <p>Members do not have to be Education Council members to serve on Education Council committees.</p> <ol style="list-style-type: none"> 1. One (1) Education Council member elected by the members of Education Council as Chair. 2. Registrar or designate. 3. One (1) dean appointed by the Vice President Academic representing administration.

4. Associate Vice President Student and Enrolment Services or designate.
5. Two (2) faculty members selected by the faculty representatives on Education Council.
6. One (1) representative from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
7. One (1) representative from Indigenous Education and Community Engagement appointed by the Dean of Indigenous Initiatives.
8. One (1) representative from International Education appointed by the Director of International Education.
9. One (1) support staff representative selected by the support staff representatives of Education Council.
10. One (1) student member selected by the student representatives of Education Council.
11. Education Council Chair, ex-officio.
12. Arbiter of Student Issues, ex-officio, voice no vote.

Length of Term:	All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.
Quorum:	The quorum shall be a simple majority.
Other Resources:	The Education Council Recording Secretary provides support as needed. This person is responsible for preparing and distributing documents, agendas, and taking and distributing notes.
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 Appeals Oversight Committee.
Communication with Council:	Business arising from Appeals Oversight Committee meetings may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any recommendations in the form of a motion to Education Council.