



Vancouver Community College Education Council
 Meeting Agenda
 June 13, 2023
 3:30–5:30 p.m. Videoconference
<https://vcc.zoom.us/j/69930157462>
 ASL interpretation provided.

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		N. Mandryk			
2. ACKNOWLEDGEMENT		D. Wells			
3. ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	3-8
5. ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6. BUSINESS ARISING					
a. Course Content Guide: Academic Upgrading Grades 10–12	Approval	S. Lew, J. Kelly	10 min	✓	9-14
b. Program Suspensions: ABE Graduation Program Certificate & ABE Intermediate Program Certificate	Approval	S. Lew, A. Sellwood	10 min	✓	15
c. Concept Paper: Cybersecurity Risk Management	Info	S. Khullar, C. Sauvé	10 min	✓	16-31
d. EdCo Planning Day Debrief	Info	N. Mandryk	5 min		
e. Brand and Web Project (BAWP) Update	Info	K. Wilson	5 min		
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. New Courses: Sign Language Interpretation Diploma	Approval	M. Klassen	5 min	✓	32-94
ii. Program Updates: Provincial Instructor Diploma Program (PIDP) & Train the Trainer Short Certificate and New Course: PIDP 3401 PID Independent Studies	Approval	K. Brooke	5 min	✓	95-106
iii. Program Update: Trades Instructor Short Certificate and Course Update: TRAI 3001 Trades Training Fundamentals	Approval	K. Brooke	5 min	✓	107-113

Topic	Action	Speaker	Time	Attachment	Page
iv. Program Update: Heavy Mechanical Diploma	Approval	B. Frith	5 min	✓	114-155
v. Program Update: Health Care Assistant	Approval	L. Beveridge	5 min	✓	156-190
vi. Minor Curriculum Changes January–May 2023	Info	T. Rowlatt	2 min	✓	191
b. Policy Committee	Info	S. Kay	2 min		
i. Policy Renumbering and Recategorization Proposal	Info	N. Degagne	5 min	✓	193-196
c. Education Quality Committee					
i. Annual Program Review Report	Info	T. Rowlatt	10 min	✓	197-204
ii. Program Renewal & Accreditation Reports: <ul style="list-style-type: none"> • Legal Administrative Assistant • Auto Service Technician 	Info	T. Rowlatt	2 min	✓	205-227
8. CHAIR REPORT					
a. EdCo Annual Report 2022	Info	N. Mandryk	5 min	✓	228-249
9. STUDENT REPORT	Info	G. Sarnoh	5 min		
10. NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		

Next meeting:
September 12, 2023,
3:30–5:30 p.m.



ATTENDANCE

Education Council Members

Natasha Mandryk (Chair)	David Wells	Marcus Ng
Sarah Kay (Vice-Chair)	Derek Sproston	Shirley Lew
Andy Sellwood	Heidi Parisotto	Sonal Singh
Belinda Kaplan	Janita Schappert	Todd Rowlett
Dave McMullen	Louise Dannhauer	Vivian Munroe

Regrets

Ali Oliver	Emmy Cheung
Dennis Innes	Gabby Sarnoh

Guests

Adrian Lipsett	Herbie Atwal	Marnie Findlater
Alicia Copp	Jennifer Gossen	Michael Yue
Andrea Korens	John Demeulemeester	Pam Khinda
Brenda Carmichael	Lucy Griffith	Shantel Ivits
Clay Little	Mari Klassen	Stefan Nielsen
Dawn Cunningham Hall	Mark Chiarello	Taryn Thomson

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- S. Lew acknowledged the College’s location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 9, 2023 agenda as amended. Item 6f) Brand and Web Project (BAWP) Update was postponed to June. Presentation slides will be distributed for information after the meeting.

Moved by V. Munroe, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the April 11, 2023 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) English Language Proficiency (ELP) Requirements - Revisions

MOTION: THAT Education Council approve the decision to remove the following statement: *“at least three-years of full-time, face-to-face secondary or post-secondary education in an English-speaking country where English is the primary language of instruction”* from VCC’s English language proficiency requirements effective September 2024.

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

- D. McMullen presented the proposal to remove VCC’s English Language Proficiency (ELP) requirement for students to have completed three years of full-time, face-to-face secondary or post-secondary education in an English-speaking country, effective September 2024. This change is intended to remove barriers to access, simplify requirements for prospective students, and make VCC more competitive with other institutions.
- There were questions about consultations and the impact of this change on various programs. Consultation was limited due to timing; this revision is being brought forward now in time for the next international student admission cycle. There will be ongoing outreach and conversations with departments. The change in general ELP requirements does not override specific program or external regulatory body requirements that are in place, e.g., in health programs. Departments can choose to outline specific admission requirements within program content guides. The effective date of September 2024 allows some time for such updates to be made beforehand, if required.
- VCC’s ELP website will be updated to outline the various ways to meet language requirements, with three years of full-time face-to-face English instruction as one of multiple options. ELP pages for specific programs, such as within the School of Health Sciences, will continue to exist. The Registrar’s Office will monitor and evaluate the success of the revised ELP requirements. No detrimental effect on student success is expected since students will still need to demonstrate English language proficiency by other means.

b) Duolingo English Language Assessment

MOTION: THAT Education Council end the pilot program using the Duolingo English test and approve the permanent use of the Duolingo English Test as an acceptable option for meeting English language proficiency requirements at VCC.

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

- D. McMullen presented the proposal to make the use of the Duolingo English test permanent. Originally, an extension until April 2024 of the pilot project using Duolingo was approved by EdCo in March, and the plan was to review data and make a more permanent decision in the fall. The proposal for permanent use of Duolingo is being presented earlier in the context of other changes to ELP requirements.
- Some statistics on Duolingo at VCC were included in the meeting package. More data was requested comparing Duolingo with other assessments. Direct comparisons are challenging at this time, since Duolingo was introduced during the pandemic and other factors could have impacted student performance during this timeframe. The Registrar’s Office will collect and compare data on various ELP assessments and scores, both internally and externally, and will present this data to EdCo by next spring.
- There is no need to update individual program content guides, since they generally refer to VCC’s ELP page listing various acceptable language assessments.

c) Accuplacer English Language Assessment

MOTION: THAT Education Council approve the revised Accuplacer applicant calibration score for potential VCC students.

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

- The use of Accuplacer as an English language assessment tool at VCC was approved by Education Council last month. The taskforce working on the Accuplacer project meets regularly and includes faculty, representation from the Registrar's Office, and Senior Team members. Based on further conversations around scoring, D. McMullen presented proposed updates to the calibration.
- Conversations are ongoing with the College and Career Access (CCA) department, which favours higher assessment score requirements. For the time being, scores for this area were removed from the document. Another point of discussion is that current assessments in CCA are free of charge, while there is a fee for Accuplacer. However, there are plans to provide a waiver program for students in financial need.
- There was a discussion about EAL test scores; there have been consultations with appropriate departments, a scan of other institution, as well as field testing.

S. Kay left the meeting at 4:00 p.m.

d) Academic Year

MOTION: THAT Education Council recommend the Board of Governors approve the Academic Year 2023/2024, 2024/2025, and 2025/2026.

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

- D. McMullen presented the Academic Year for approval. Key dates are planned out three years in advance; these include term start and end dates, exam periods, and grade submission deadlines. It was clarified that setting dates for the winter break falls under the purview of People Services. N. Mandryk has been in conversation with the Registrar's Office around exam periods and appreciated the opportunity to provide feedback.

e) Contract Training Update

- M. Yue provided the annual contract training update. A background document on education services contracts and a summary of 2022/23 contracts was included in the meeting package. Twenty-six new contracts started during that timeframe.

f) Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on Continuing Studies (CS) non-credit courses. The number of offerings has increased compared to the previous year. Non-credit courses provide an opportunity to trial new offerings and test market demand for different types of programming. The number of micro-credentials is expanding; registration for all micro-credentials, including from the non-CS side is managed through CS' online registration system to streamline the process for students.
- There was a discussion about evaluation of non-credit courses, as well as feedback to students in non-credit offerings.

g) EdCo Planning Day

- A half-day EdCo planning session will be held on June 12. One topic of discussion will be academic freedom in governance. Members were invited to suggest additional topics.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Program: Sign Language Interpretation Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the Sign Language Interpretation Diploma.

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

- T. Rowlatt presented the program content guide (PCG) for the Sign Language Interpretation Diploma. The program was previously delivered by Douglas College and is being transferred to VCC for September 2023. The curriculum mirrors what has been taught at Douglas College, and only minor adjustments were made to language to align with VCC's registration process.
- The PCG was reviewed by M. Klassen, Department Head of ASL & Deaf Studies, and department faculty, as well as Douglas College faculty. Based on consultations, some final edits to admission requirements were made before the meeting: students will need to have taken first-year English, rather than English 12, since a high level of English skills is necessary for ASL interpretation. This has been the standard for this program for some time.
- To expedite the approval process, the PCG was presented directly to Education Council, without prior review by Curriculum Committee. The rationale for expediting the process was to alleviate uncertainty for potential students and facilitate admissions processes for the Fall 2023 intake. Curriculum Committee was informed of this approach and received the draft PCG for information.
- Course details are being finalized and will come to Curriculum Committee and EdCo in June. Course numbers, names and credits were determined in collaboration with the Registrar's Office.
- The plan is to teach the program in the current form for two intakes; simultaneously, the program structure will be reviewed to consolidate it with VCC's current ASL & Deaf Studies Certificate program.

S. Singh left the meeting at 4:41 p.m.

ii) New Courses: MATH 0610, 0615, 0620, 0625, 0630, 0635, 0640, 0645, 0650, 0655

MOTION: THAT Education Council approve, in the form presented at this meeting, ten new courses: MATH 0610, MATH 0615, MATH 0620, MATH 0625, MATH 0630, MATH 0635, MATH 0640, MATH 0645, MATH 0650, and MATH 0655.

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

- S. Ivits presented the proposal to split existing Basic Education math courses (from the beginner level to grade 9) into two parts, which was a key recommendation from the recent program renewal. Currently, students have 3 months to cover content equivalent to 1.5 years in the K–12 system. Creating two courses for each level will give students more time, as well as improve tracking of progress. The current proposal is for math levels 1–5; level 6 courses were approved at the last EdCo meeting.

iii) Program Update: Graphic Design Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Graphic Design Diploma and revisions to eight (8) courses.

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

- T. Rowlatt presented the proposal. The main changes were adding program learning outcomes and related course learning outcomes around equity, diversity, and inclusion (EDI). These changes were originally planned as part of the revisions to the diploma in 2021. Other edits included incorporating Prior Learning Assessment and Recognition (PLAR) for most courses.

- The department is exploring adding first-year pre-requisites to some second-year courses. The rationale is to clearly indicate that these courses are at the second-year level so students receive appropriate credit if they transfer to another institution.
- There were questions around scheduling and hours, particularly self-paced hours, in this program, which the department will review.

iv) Program Update: Counselling Skills Foundations: Mental Health & Addictions Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the Counselling Skills Foundations: Mental Health & Addictions program, revisions to nine (9) course outlines, and three (3) new courses.

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

- A. Korens presented the proposal for the significantly revised and renamed Counselling Skills Foundations: Mental Health & Addictions Certificate program. Following the 2017/18 renewal, counselling programming was split into a Counselling Skills Foundational Certificate and an Addiction Counselling Skills Advanced Certificate. The advanced certificate did not launch due to low enrolment, despite the local need for counsellors with training in addictions.
- While the Counselling Skills Foundational Certificate already covered base-level addictions content, the redesign saw the addition of specific addictions-focused learning outcomes throughout and a new course on Pharmacology and Concurrent Disorders. With these changes, graduates will be eligible for membership in the Canadian Addiction Counsellors Certification Federation (CACCF). Another key update was embedding decolonization, equity, diversity and inclusion (EDI), and social justice throughout the program, making these core values (for the program and the professional field) explicit in the program content guide.
- Curriculum Committee had a longer discussion about the values embedded in the program and commended the department for their work.

b) Policy Committee

i) D.3.5 Prior Learning Assessment and Recognition (PLAR)

MOTION: THAT Education Council approve the revised D.3.5 Prior Learning Assessment and Recognition policy and procedures, in the form presented at this meeting.

Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)

- L. Dannhauer presented on behalf of S. Kay. Policy D.3.5 Prior Learning Assessment and Recognition (PLAR) was last updated in 2017 and underwent a full review. PLAR provides an avenue for recognizing knowledge and skills acquired in a variety of ways outside of the formal education system and granting formal credit for them. Key policy changes include recognition of Indigenous knowledge and ways of being and introduction of a Credit Bank as a new PLAR option, in the context of a growing number of micro-credentials. The policy was posted for College feedback; the only substantive change suggested was to the definition of transfer credit. Policy D.3.11 Transfer Credit is undergoing review, which may prompt further updates to this definition.
- Education Policy Committee discussed the cost for PLAR as a potential barrier for students, since it is not covered by financial aid; this is part of a larger conversation across the sector.
- An environmental scan of PLAR across the post-secondary sector is in progress, and a PLAR working group is drafting a report. Report findings are not expected to necessitate changes to the PLAR policy.

ii) Committee Chair Report

- Policies F.1.2 Ethics and Integrity in Research and Scholarly Activity, F.1.1 Ethical Conduct for Research Involving Humans, and F.1.3 Conflict of Interest Related to Research (to be rescinded) are moving forward to the Board of Governors for approval.

- The committee working group exploring ways to incorporate anti-racism, justice, equity, diversity and inclusion (JEDI) and Universal Design for Learning (UDL) considerations into policy review met on April 12. The group will adapt the EDI Impact Assessment Tool specifically for policy review. The next meeting is in mid-May.

c) Education Quality Committee

i) Program Renewal Reports: Architectural Technician, Asian Culinary Arts, Basic Education, Paralegal, Medical Laboratory Assistant, University Transfer (UT) and Associate Degrees

- T. Rowlett reported that the committee met with deans in March to discuss overall trends identified during annual program reviews. The committee is working on a report for EdCo summarizing key takeaways and next steps around main themes, e.g., mental health and wellbeing.
- Several program renewals were completed; reports were included in the meeting package for information. The Instructional Associates in the Centre for Teaching, Learning and Research were recognized for their work on program renewals and support for departments.

d) Research Report

- A. Copp reported that the Research Ethics Board (REB) is working on a process for course-based review, following recent updates to VCC's research policies.
- Elder Sharon Jinkerson-Brass spoke to the REB in April about ceremonial research related to her work on the Downtown Eastside. Elder Glida Morgan, who previously worked with Vancouver Coastal Health, joined the REB as its first Indigenous community members.
- The REB reviewed two new multi-jurisdictional projects in April. One project was not approved. Data management and storage of student emails is a key topic requiring more discussion. The REB aims to respond within 10 working days, but it is recommended to allow 3–4 weeks for review of proposals and potential revisions.
- Harmonization is a big project at this time. A. Copp attended a retreat for REBs across BC, at which implementation of the RISE system, an online research administration tool, was discussed. Going forward, the College will take on projects only if VCC's REB is the board of record for multi-jurisdictional reviews, which will streamline the process.

8. CHAIR REPORT

- N. Mandryk reported on the Post-Secondary Board Governance Workshop hosted by the Ministry of Post-Secondary Education and Future Skills on April 17.
- Following the update on VCC's Strategic Innovation Plan (SIP) objectives at the last EdCo meeting, the list of objectives was distributed to EdCo. Members wishing to follow up on any of the objectives can reach out to N. Mandryk.

9. STUDENT REPORT

- M. Ng reported on SUVCC's Eid celebrations at both campuses. Welcome activities are planned for incoming summer students.

10. NEXT MEETING AND ADJOURNMENT

- EdCo Planning Day will be held on June 12, 9 a.m.–12 p.m. The next regular meeting will take place on June 13, 2023, 3:30–5:30 p.m.
- The meeting was adjourned at 5:13 p.m.

**Natasha Mandryk,
Chair, VCC Education Council**



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: New Course Content Guide for Adult Upgrading Grades 10–12

BACKGROUND:

Several areas delivering adult upgrading courses are proposing a new type of curriculum document: a course content guide (CCG). The purpose of the document is to support student recruitment and registration for areas that don't have a traditional program structure, including College Foundations (CF), College & Career Access (CCA), Basic Education, and Adult Basic Education (ABE) Youth. The document was developed in consultation with the Registrar's Office, the Centre for Teaching, Learning and Research, and the Chair of Curriculum Committee.

Adult Basic Education students may intend to take only one or several specific courses, rather than complete a credential (adult graduation diploma). Since VCC's systems, including the website, are geared towards program-based offerings, it has been challenging to market to these students. The course content guide provides an option to group courses and present them on the website in a way that is more accessible and appealing to this target audience.

Built using the standard program content guide template in CourseLeaf, non-applicable fields were left blank. The Recommended Characteristics of Students section in the CCG was written to welcome and encourage students with different educational backgrounds and goals to register in courses. The CCG structure also de-emphasizes the different departments out of which courses are run. CF Science is listed in CourseLeaf as the department, since assigning a department is a system requirement, but the CCG is not owned by this area.

DISCUSSION:

The course content guide is being proposed as a pilot to Education Council. For course-based offerings, this might offer an easy way to publish content to the public website. In addition, the Registrar's Office would like to use something similar for apprenticeship courses, which currently live outside of any program content guides.

A key question for Education Council is how this or other CCGs should be revised in the future. New courses would need to be approved by EDCO in all cases, so it is unclear when EDCO would need to see changes to the CCG, whose primary function is to organize existing course information. There are three options being presented:

1. The course content guide itself is not considered a curriculum document. Changes to the CCG can be made by CourseLeaf administrators as needed (e.g., changes to the course list), with the expectation that any courses listed would have already received governance approval, and that reasonable judgement would be applied if other changes touched on curriculum elements (like admission requirements or purpose). Changes affecting curriculum elements would require Curriculum Committee approval. Changes would be reported to Curriculum Committee for information.
2. The course content guide is considered a curriculum document, but Curriculum Committee can approve changes to it without needing additional Education Council approval. Changes would be reported to Education Council for information.
3. Changes to the course content guide must be approved by Education Council.

Option 1 or 2 is recommended.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course content guide for Academic Upgrading Grades 10–12.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2023

Program Change Request

New Program Proposal

Date Submitted: 05/01/23 11:18 am

Viewing: **Academic Upgrading Grades 10-12**

Last edit: 06/05/23 4:22 pm

Changes proposed by: asellwood

In Workflow

1. 2008 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

Approval Path

1. 05/01/23 1:46 pm
Jennifer Kelly (jekelly): Approved for 2008 Leader
2. 05/01/23 1:55 pm
Mark Chiarello (mchiarello): Approved for SAS Dean
3. 05/25/23 3:18 pm
Todd Rowlett (trowlett): Approved for Curriculum Committee

Program Name:	Academic Upgrading Grades 10-12
Credential Level:	Course Content Guide (non-credential)
Effective Date:	September 2023
Effective Catalog Edition:	2023-2024 Academic Calendar
School/Centre:	Arts & Sciences
Department	CF - Science (2008)
Contact(s)	

Name	E-mail	Phone/Ext.
Jenn Kelly	science@vcc.ca	7293
Natasha Mandryk	math@vcc.ca	7294
Michael Weber	humanities@vcc.ca	8774
KJ Hills	cca@vcc.ca	7334
Jillian Lefaivre	abeyouth@vcc.ca	7008

Program Content Guide

Purpose

Adult Upgrading courses are for students who wish to:

Obtain pre-requisites to enter a post-secondary program at VCC or at other institutions

Improve skills in English, math, and science

Earn credits towards a BC Graduation Certificate (Dogwood) or BC Adult Graduation Diploma (see <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/graduation-requirements>)

These courses are tuition-free, but students are encouraged to apply for the Adult Upgrading Grant (AUG) to cover costs such as student fees and course materials.

See <https://www.vcc.ca/applying/registration-services/financial-aid/>

Admission Requirements

Upgrading courses are available to Canadian citizens and permanent residents. See program options for international students at [VCC International](#).

See individual course outlines for pre-requisites.

Applicants who self-identify as Indigenous are strongly encouraged to connect with VCC's [Indigenous Education and Community Engagement team](#) to learn more about VCC's Indigenous Education Enrolment Policy, application preparation/completion, program advising, and a range of other individualized services.

Prior Learning Assessment & Recognition (PLAR)

N/A

Program Duration & Maximum Time for Completion

N/A

Program Learning Outcomes

Outcomes

Upon successful completion of this program, graduates will be able to:	
PLO #1	N/A

Additional PLO Information

Classes are offered in a variety of formats: self-paced or class-based. Both self-paced and class-based options may be delivered online, in-person or a combination (hybrid).

Evaluation of Student Learning

See individual courses for details on evaluations.

Recommended Characteristics of Students

Adult Upgrading students have diverse backgrounds and experience and include:

Adult learners returning to education after any length of time away from schooling.

Recent high school graduates who want to improve their grades before applying for post-secondary programs such as health sciences or Engineering.

Adults who want credit towards their high school diploma.

Students aged 15-18 who are currently enrolled in high school or who are not able to attend high school.

New Canadians who wish to develop/improve their English skills in a Canadian academic setting.

Courses

Note: Most courses listed below with a non-zero credit value will count towards the BC Adult Graduation Diploma (i.e. Adult Dogwood) or the BC Certificate of Graduation (Dogwood Diploma). (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/graduation-requirements>).

Math Courses

MATH 0750	Math 10 Part 1	4
MATH 0751	Math 10 Part 2	4
MATH 0861	Math 11 Part 1	4
MATH 0871	Math 11 Part 2	4
MATH 0862	Foundations of Mathematics 11 Part 1	4
MATH 0872	Foundations of Mathematics 11 Part 2	4
MATH 0863	Business/Technical Math 11 Part 1	4
MATH 0873	Business/Technical Math 11 Part 2	4
MATH 0983	Math 12 Part 1	4
MATH 0993	Math 12 Part 2	4
MATH 1054	Math for Health Sciences	0

Science Courses

BIOL 0861	Biology 11 Part 1	4
BIOL 0871	Biology 11 Part 2	4
BIOL 0983	Biology 12 - Part 1	4
BIOL 0993	Biology 12 - Part 2	4
CHEM 0861	Chemistry 11 Part 1	4
CHEM 0871	Chemistry 11 Part 2	4
CHEM 0983	Chemistry 12 - Part 1	4
CHEM 0993	Chemistry 12 Part 2	4
PHYS 0861	Physics 11 Part 1	4
PHYS 0871	Physics 11 Part 2	4
PHYS 0983	Physics 12 Part 1	4
PHYS 0993	Physics 12 Part 2	4
SCIE 0751	Science 10	4

Computer Courses

COMP 0735	Introduction to Windows	0
COMP 0740	Introduction to PowerPoint	0
COMP 0831	Introduction to Word Processing	0
COMP 0832	Introduction to Spreadsheets	0
COMP 0982	Word Processing 12	4
COMP 0984	Spreadsheet Management 12	4
COMP 0985	Database Management 12	4
COMP 0986	Digital Art and Graphics	4
COMP 0987	Computer Programming	4

Career Courses

<u>ACED 0700</u>	Career Planning 12	4
<u>ACED 0702</u>	Career Decisions & Action Plan	5
<u>ACED 0707</u>	Job Search Techniques	1
<u>ACED 0709</u>	Education and Career Exploration	2
<u>ACED 0710</u>	Work Experience	1
<u>ACED 0711</u>	Communications	1
<u>ACED 0750</u>	Student Success	2
English, Social Sciences, and Humanities Courses		
<u>CCAC 0758</u>	Language Skills Access	0
<u>CCAC 1084</u>	Communications for Health Sciences	0
<u>ENGL 0750</u>	English 10 Part 1	4
<u>ENGL 0752</u>	English 10 Part 2	4
<u>ENGL 0861</u>	English 11 Part 1	4
<u>ENGL 0871</u>	English 11 Part 2	4
<u>ENGL 0981</u>	English 12 Part 1	4
<u>ENGL 0991</u>	English 12 Part 2	4
<u>ENGL 0992</u>	Technical and Professional English 12	4
<u>ENGL 0994</u>	English 12 Essential	4
<u>ENGL 0999</u>	Provincial English 12 Literature Online	8
<u>ENSK 0716</u>	Reading and Study Skills 10	0
<u>ENSK 0726</u>	Writing Skills 10	0
<u>ENSK 0816</u>	Reading and Study Skills 11	0
<u>ENSK 0858</u>	English Grammar Skills 11	0
<u>ENSK 0902</u>	University Prep Writing Sk 12	0
<u>ENSK 0826</u>	Writing Skills 11	0
<u>ENSK 0916</u>	Reading and Study Skills 12	0
<u>ENSK 0926</u>	Writing Skills 12	0
<u>RSSK 1076</u>	Reading and Study Skills	0
<u>WRSK 0802</u>	Writing Skills 11 for Health Sciences	0
<u>WRSK 1076</u>	Writing Skills	0
<u>SOSC 0751</u>	Social Science 10	4
<u>SOSC 0861</u>	Social Science 11	4
<u>SOSC 0999</u>	Social Justice 12	4
<u>LAWS 0982</u>	Law 12 - Part 1	4
<u>LAWS 0992</u>	Law 12 - Part 2	4
<u>PSYC 0981</u>	Psychology 12 Part 1	4
<u>PSYC 0991</u>	Psychology 12 Part 2	4

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		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

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. This CCG replaces the Adult Basic Education Graduation certificate and has been designed to reflect the fact that most upgrading students want to take a few courses rather than an entire program.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTRLR)	An IA helped facilitate the process of creating this CCG.
Registrar's Office	Feedback received from RO in April 2023. Provided suggestions for edits to CCG.
Advising & Recruitment	Met with Chifumi Ishiguro on April 18th 2023. Received positive feedback on concept of CCG.
Other	Received input from Todd Rowlett in April 2023.
Marketing & Communications	Michael Ko and Haziell Koe were involved in initial discussions. They were contacted again with a draft in April 2023.

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: Recommendation for Suspension of ABE Graduation Program Certificate and ABE Intermediate Program Certificate

BACKGROUND:

The ABE (Adult Basic Education) Graduation Program Certificate and ABE Intermediate Program Certificate were developed in 2015 to offer grade 12 and grade 10 level completion credentials, respectively. The intent was to enable ABE students to ladder into other programs at VCC. However, since their creation both credentials have seen a very low number of graduates. Most ABE students take courses à-la-carte to upgrade or complete required pre-requisites, as opposed to completing a full program of study for high school graduation.

DISCUSSION:

In 2022 a working group was created, consisting of the Dean of the School of Arts & Sciences, an Instructional Associate, and ABE department leaders to improve the overall experience of students looking to take ABE courses at VCC. A significant outcome of this working group was the decision to create an 'Adult Upgrading Course Content Guide.' This Course Content Guide (or CCG) would act as a 'document of truth' for grade 10–12 ABE courses at VCC, and contain a list of all grade 10–12 ABE courses.

It would function in a similar way to a Program Content Guide without being a credential. It would reflect the reality of VCC ABE students, seeking specific courses for a variety of reasons. It would also drive a new look for the VCC ABE website, where the focus would be the different types of courses on offer (math, science, humanities, computing, and careers) as opposed to separating course offerings by credential or department.

With the development of the CCG, it was determined that the ABE Graduation Program Certificate and ABE Intermediate Program Certificate were no longer needed and suspending them would reduce confusion for students.

RECOMMENDATION:

That Education Council recommend the Board of Governors suspend the ABE Graduation Program Certificate and ABE Intermediate Program Certificate.

PREPARED BY: Andy Sellwood, Instructional Associate, CTLR
Shirley Lew, Dean, Arts & Sciences

DATE: May 24, 2023

Concept Paper: Cybersecurity Risk Management

Name of Program:

Cybersecurity Risk Management

School/Centre:

Continuing Studies

Credential Level:

Post-Degree Diploma

Anticipated Start Date:

September 2024

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

PART 1: CONCEPT

Purpose and Context

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

The global events of recent times have expedited the transition towards digital transformation and amplified the dependence on a digital economy. There is a demonstrated need for cyber/information security threat assessment and mitigation, incident management, and governance skills, as well as digital literacy skills in an interconnected world of people, places, and things.

A recent (2022) workforce study report cites 'A critical need for cybersecurity professionals persists amidst a year of cultural and workplace evolution'. Despite the increase in the supply of cybersecurity professionals, the cybersecurity gap has doubled to a 'worldwide gap of 3.4 million cybersecurity workers', including a talent gap of an estimated 25,385 (1.6% YoY increase) in Canada alone, and around 410,695 (9.0% YoY increase) in the United States. Among the causes for this shortage the report analyzed, not finding enough talent (43%) was the top ranked reason cited by global cybersecurity professionals experiencing staff shortage.

This program will focus on development of skills in Governance, Risk, and Compliance framework within the cybersecurity context. Governance, risk, and compliance (GRC) are essential components of cybersecurity that ensure the protection of sensitive data, intellectual property, and critical infrastructure. Governance refers to the set of policies, procedures, and standards that guide the organization's cybersecurity strategy. Risk management involves identifying, assessing, and mitigating potential threats and vulnerabilities that could compromise data security. Compliance refers to adhering to laws, regulations, and industry

standards to maintain the organization's reputation and prevent legal repercussions. Through their studies, students will also develop soft-skills that are integral to their success in this industry, such as the abilities to communicate with different stakeholders, work in a team, solve problems, and think critically.

Trained professionals in GRC are crucial for any business, regardless of size or industry, to safeguard against cyber threats. These professionals possess the knowledge and expertise to develop effective security strategies, implement security controls, and monitor compliance with regulatory requirements. They can assess risks, identify vulnerabilities, and implement appropriate safeguards to protect the organization from cyber attacks.

Moreover, GRC professionals can help organizations stay ahead of the constantly evolving cybersecurity landscape by keeping up with emerging threats and industry trends. They can also ensure that the organization is compliant with data privacy laws, such as Personal Information Protection and Electronic Documents Act (PIPEDA), British Columbia Personal Information Protection Act (BC PIPA), BC's Freedom of Information and Protection of Privacy Act (FOIPPA), General Data Protection Regulation (GDPR) and the California Consumer Privacy Act (CCPA), which can help prevent legal penalties and reputational damage.

Canada has a large proportion of its economy comprising of small and medium organizations (SMOs) and most lack in-house cyber security expertise. Therefore, having trained professionals in GRC is essential for businesses to protect their sensitive data, intellectual property, and critical infrastructure from cyber threats. By investing in GRC professionals, organizations can ensure their cybersecurity strategy is effective, compliant, and able to adapt to the rapidly changing threat landscape.

Cybersecurity professionals are responsible for ensuring the security of their organization's systems, networks, and data, and for identifying and mitigating risks to the organization. The types of jobs available in the cybersecurity industry are diverse and range from entry-level positions to senior management roles. In the role of a cybersecurity risk analyst, graduates will be able to collect and analyse organizational risks, and provide related risk assessments, as well as advise on mitigations. Graduates working in the role of a privacy officer, will be able to support the development of privacy compliance program, privacy compliance, governance/policy, and incident response needs of privacy and security executives and their teams. With additional technical skills and/or work experience, graduates can move into senior, managerial, or specialist roles such as IT Project Manager, IT Program Auditor, Operations Technology Systems Analyst, Supply Chain Security Analyst, Information Systems Security Developer, Malware Specialist, and Threat hunter: management and active defence.

The proposed training will prepare students to be qualified for one of the following roles:

- Business Information Security Officer
- Privacy Officer / Data Privacy Specialist
- Cybersecurity Incident Responder

- Security Consultant
- Cybersecurity Risk Analyst
- Security Auditor
- Cybersecurity Controls Assessor
- Cybersecurity Governance Specialist
- Cybersecurity Policy/Compliance Analyst
- Cybersecurity Operations Analyst

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

The addition of a post-degree diploma in cybersecurity is well-aligned with VCC’s Strategic Innovation Plan and related priorities, particularly academic innovation. This program offers a unique and innovative business-focused curriculum that prepares students for a successful career as a cybersecurity professional.

Moreover, the program aligns with VCC's Continuing Studies growth strategy and Strategic Aims by providing a pathway for learners to acquire industry-relevant knowledge and competencies in their pursuit to enter the labour market. The program's design and development will reflect direct input from industry professionals, emphasizing our commitment to ensuring our programs are responsive to the needs of the labour market and open as many doors as possible for the community we serve.

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

While the initial development will result in a full-time PDD for international students, in the future the programming may be adapted to provide an additional professional training option for technology-related training for both international and domestic students with educational background and/or work experience in IT. Components of this program may be suitable as complementary training opportunities, to expand their knowledge, expertise and employment opportunities, for graduates of the following and similar programs:

- Information Technology Operations Professional (ITOP) Short Certificate
- Information Technology Operations Professional (ITOP) Certificate
- Network Technology Administration and Security (NTAS) Post-Degree Diploma
- Computer Systems Technology (CST) Diploma

Currently the ITOP and NTAS programs provides students with the skills and expertise to become technical systems and network security specialists, while the proposed Cybersecurity program aims to create business security specialists. Example responsibilities and duties for a business-oriented security specialist may include:

- focusing on ensuring that an organization complies with relevant laws, regulations and industry standards, such as PIPEDA, HIPAA, GDPR or PCI DSS
- working to identify and mitigate risks related to information security
- developing and implementing policies and procedures to ensure compliance

Needs Assessment

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

This programming is intended to meet demands within British Columbia's growing High Technology sector, including the IT industry. While there is no cybersecurity-specific national occupation classification, some of the job titles that are aligned with this proposed program's graduate outcomes are categorized under the Information systems analysts and consultants classification, which has been identified as a '**high opportunity occupation**'.

A GRC and business-oriented security program will cover topics such as employee training and awareness, data classification, risk management, incident response, and vendor management. These topics are critical for ensuring that employees understand the importance of security, that sensitive data is protected and classified appropriately, that risks are managed effectively, and that vendors are properly vetted and managed to ensure they meet security requirements.

There is a growing need for specialized security programs that address the unique needs and challenges of businesses. With the increasing frequency and sophistication of cyber-attacks, it is more important than ever for businesses to have a comprehensive security program that covers both technical and business-oriented security measures.

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

Cybersecurity has become a critical issue for businesses of all sizes in recent years. With the rise of cloud computing, the Internet of Things (IoT), and mobile devices, businesses are more vulnerable than ever to cyber attacks that can result in data breaches, theft of intellectual property, and financial losses. According to Statistics Canada, approximately one-fifth of Canadian businesses were impacted by security incidents in 2021. According to a recent (March 2023) study conducted by Mastercard, incidents of cybercrime have increased 600% since the pandemic, and a 238% rise in cyberattacks. In response to these threats, businesses are investing more in cybersecurity measures to protect their assets, and this has led to an increase in demand for trained professionals who can manage these risks.

The labour market demand for trained cybersecurity professionals is high in British Columbia. This demand is expected to continue to grow as businesses increasingly rely on technology to operate, and as cyber threats become more sophisticated and prevalent. A recent article in the Globe and Mail provides compelling evidence of the labour market demand in the country, notably that:

- LinkedIn's 2023 Jobs on the Rise report cites Cybersecurity Specialist among the top twenty in-demand jobs in the country this year; and
- approximately one in six jobs in cybersecurity go unfilled in Canada, according to a report from the ICTC.

A favourable outlook for labour market openings was also indicated by a Hanover Research Academic Program Assessment in Cybersecurity prepared for VCC (*available upon request*). The report highlighted the following findings:

- **Cyber skills gap** stressed by both BC and Canadian governments
- **Growth** in BC student headcount for cybersecurity-related academic programs
- Focus on preparing for entry-level roles
- Most programs focus on general cybersecurity; fewer on specific cybersecurity specializations
- **Industry certifications** valued by employers

The concept and initial direction for the program was informed by an industry roundtable and follow up survey that included cybersecurity professionals from D3 Security, Link11, Chartered Professional Accountants BC, ISACA, Ion United, Expedia Group, BCNet, BC Hydro, Teck Resources, Colliers Canada, Coast Capital Savings, Telus, and Vancouver Community College IT.

Consultation with representatives of the Provincial Health Services Authority, BC Housing, and Carmel Group, and other industries, have also provided positive feedback, corroborating the need for such a program.

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

International Education has indicated a high likelihood of successfully recruiting 3 new intakes per year for this program as student demand indicates a growing interest in cybersecurity-related academic programs.

The current NTAS program cannot currently keep up with demand, suggesting the need for an additional IT-related training opportunities, particularly ones that are PGWP-eligible and meet the needs of international students. Additionally, international students with bachelor's degrees are seeking post-degree options in IT and cybersecurity. The post-degree diploma will provide a viable education opportunity for these students.

While the initial program development is focused on full-time program for PGWP-eligibility, there is also evidence of demand for professional development training for domestic students. Courses in the proposed program may also be offered as smaller micro-credentials (or similar) offerings to meet this additional industry and student demand.

Competitive Analysis

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

Camosun College offers a Cybersecurity and Networking Diploma, and Douglas College offers a Computer and Information Systems Post-Baccalaureate Diploma. BCIT offers a Computer Information Technology Diploma that includes some cybersecurity content, and an advanced certificate in Digital Forensics and Cybersecurity.

While the Diploma programs mentioned above are similar in length and scope to the proposed program, neither focus on the particular labour market need that has been identified for a GRC-focused cybersecurity program.

For additional information, please refer to the attached business case.

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

No

Student Profile

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

This program is primarily geared towards international students. Applicants will hold an undergraduate degree from an accredited university. The necessity of having prior education in IT or IT-related field, as an admission requirement, is currently being explored. Students will be able to stay in Canada to work upon graduation or return to their home country and utilize their Canadian education to work globally.

Ideally, students will possess the following characteristics:

- a combination of technical and analytical skills
- a strong interest in cybersecurity principles
- an ethical mindset
- a desire to pursue industry certifications or similar recognized industry credentials
- strong communication, leadership, collaboration, problem-solving, and critical thinking skills

The proposed risk management focus of this program would be a great fit for students who are interested in pursuing a career in information security, risk management, and compliance. These programs are designed to provide students with a comprehensive understanding of the various laws, regulations, and industry standards that apply to information security, as well as the skills needed to manage risk and ensure compliance.

This program may also appeal to and can benefit those having additional business, legal, and financial backgrounds, subject to meeting the program admission requirements. The field of cybersecurity employs labour within diverse set of industries, and students' prior education or work experience may bring a unique perspective to the field that can be an asset to Canadian businesses and organizations.

This program would be a great fit for students who are interested in the intersection of technology, business, and law, and who want to pursue a career in information security and risk management, regardless of their background.

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

International recruitment strategies will include publishing program information on our website, providing agent training to our agent network, and promoting the program through our in-country representatives, pathway partners, and social media channels.

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

Technology programming in CS has typically seen low representation of Indigenous students. There may be potential to deepen an existing relationship with First Nations Technology Council.

Historically, there is also low representation of women in the technology sector in general. Per a survey, "women working in cybersecurity currently account for about one quarter (24%) of the overall workforce", whereas women represent 50.9% of Canada's total population. however there is potential to develop a relationships with associations such as Women in Cybersecurity, Vancouver Women in Tech., Women Cybersecurity Society, and the Society of Canadian Women in Science and Technology. The NTAS program currently employes one woman instructor, and there has been anecdotal feedback from the women students feeling empowered about having a women instructor teach in the program. As well, the field of cybersecurity remains 'remarkably homogeneous' in terms of racial and ethnic diversity. This proposed program for international audience will create a structured pathway into the field of cybersecurity, thus increasing the pool of qualified candidates, with diverse backgrounds, for the regional, national, as well as US-based employers.

Quality

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

This program would benefit from an academic partnership and/or affiliation agreement with ISACA (formerly known as the Information Systems Audit and Control Association).

ISACA certifications:

- are highly important and relevant for modern cybersecurity professionals
- demonstrate a comprehensive understanding of key concepts, practices, and technologies in the field of information security
- are globally recognized and respected
- cover a range of cybersecurity topics, from governance and risk management to technical security controls
- provide professionals with the knowledge and skills they need to effectively protect their organizations from cyber threats
- enhance credibility, marketability, and earning potential in the industry

The program is considering incorporating topics from industry certifications in program curriculum to increase employability of graduates through external industry-recognized certification. These may include, but are not limited to, the following:

- Certified in Risk and Information Systems Control (CRISC)
- Certified Information Systems Auditor (CISA)
- ISACA Cybersecurity Fundamentals Certificate

Students who complete individual certifications will be issued a digital badge, which can be displayed on their LinkedIn profile and easily validated by potential employers. In addition, students may choose to pursue additional entry-level certifications from CompTIA, Microsoft, (ISC)², and GIAC, outside of their studies in the program.

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

There is no PAC currently, although one will be formed from members of the industry focus group that was held in November 2022. Participants included representatives from the following organizations: D3 Security, Link11, Chartered Professional Accountants BC, ISACA, Ion United, Expedia Group, BCNet, BC Hydro, Teck Resources, Colliers Canada, Coast Capital Savings, Telus, and Vancouver Community College IT.

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

Instructor qualifications may include a combination of industry experience, education at diploma or higher level, completion of relevant industry certifications, and prior teaching experience in adult education sector. Completion of VCC's PID program or equivalent is optional but is strongly encouraged.

Continuing Studies currently employs two instructors with extensive industry experience in this program area: Kyle Krystalowich – Senior Consulting Manager, EY, and Harry Foy – Cybersecurity Consultant.

Two other recent instructors – one who is currently a Senior Security Engineer at Samsung R&D, and another who is the CPABC manager of IT Security and Compliance, as well as current ISACA president, are currently pursuing additional professional and academic growth opportunities and intend to return to teaching in the future. Additional qualified instructors will be hired in preparation for expanded program launch.

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

Similar to the educational delivery model of the NTAS program, this program will also seek subject-experts and industry professionals in the relevant domains to bring their industry expertise in the classroom, thus ensuring the learners are engaged with content and practices that are up-to-date and relevant to the current and upcoming labour needs of the region.

Although documentation is an important focus of this proposed cybersecurity program, students will gain hands-on experience, wherever possible, through simulated and real-world case-studies and activities, such as those involving security breaches and incidents. The proposed program envisions to also include an industry capstone project, as well as integrating industry certification preparation and accreditation as one of the learning outcomes.

Admission, Delivery, and Design

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

The proposed Post-Degree Diploma in Cybersecurity is expected to include 4 terms of full-time studies (approx. 2 years accelerated study) and have 3 intakes per year, with 18 students. In consultation with International Education department, the program schedule will likely include a term break in between to provide an opportunity for international students to pursue work-related activities and fulfil personal obligations.

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

Students for the full-time PDD will most likely be new to VCC. For future part-time programming, students from any of VCC's Business and Leadership, Computing and Information Technology, and Information Technology programs may be interested in cybersecurity program. A student having a strong combination of technical and business-oriented skillset will be in great demand in the industry.

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

The Post-Degree Diploma will fulfill full-time studies criteria and will be primarily delivered during College's operational hours. Courses may be delivered fully in-person or through a combination of in-person and online delivery methods. The option for hyflex learning may also be explored at a later stage, subject to College's support with infrastructure and program's operational needs.

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

The currently planned programming will be a Post-Degree Diploma with a single pathway for entry and exit.

Operational Needs

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

IT infrastructure and support:

While most of the courses in the proposed version of this program are not sensitive to specialized lab hardware or software, availability of infrastructure that enables experiential student learning on topics related to information security would be an added strength to the skills development and outcomes of graduates. To incorporate a healthy degree of hands-on learning, it is essential that the College provides support with learning tools, technology, and services, including some industry-leading and industry-standard applications, as well as services such as cloud-based labs (e.g. Azure, AWS, GCP). Examples of software and tools that may be utilized include Windows Server, Linux distributions, and potentially cybersecurity-related

software tools and applications. Thus, it is important that industry standard software or applications are procured, and made available for teaching and learning, as and when necessary. Courses will require the use of standard office applications, including Microsoft 365 and other document processing applications, and select course(s) may also require the use of MS-Project and similar applications. It is suggested that VCC IT consider the possibility of setting up or converting specific labs with network isolation (e.g., with direct internet access separate from the VCC firewall). It is believed that this option for isolated network does not require additional capital/hardware-related expenses and can be achieved in a short timeframe (e.g. within a week subject to availability of IT staff). In addition, IT support with the deployment of cloud-based labs would greatly enhance student learning experience.

Among the key factors contributing to the success of graduates and the unique value of this program is a strong academic partnerships with prominent cybersecurity industry associations, such as ISACA, as well as other cybersecurity-relevant organizations. Thus, support from the College to ensure successful delivery of this program, as well as further expansion into technology programming in general, is greatly beneficial, and may be a necessity at times.

Facilities:

The rapid expansion of the current NTAS program has necessitated expansion and upgrades to computer labs and infrastructure, including hardware, software, and furniture (e.g. desks and chairs) to accommodate the surge in student intakes. Although the proposed cybersecurity program concept is much less sensitive to availability of specific-purpose infrastructure as compared to the NTAS program, it will likely require some degree of additional designated lab space to adequately accommodate and support student l.

Students of the current NTAS program, proposed Cybersecurity program, and future IT-related programs, can greatly benefit from an open lab and/or availability of specifically configured computers withing the Library or Learning Centre to for studying, and for working on their lab activities and assignments outside of their class es.

VCC's sister institutions (e.g. BCIT and Camosun) have invested in specialized labs to support the delivery of programing in the tech sector, and VCC's current and future students will greatly benefit from similar infrastructure investments to support the growing training and labour-market needs of the tech sector.

Human Resources:

The program area will hire subject experts having relevant industry/work experience, in addition to potentially providing instructional assignments to instructors currently teaching in the NTAS program, subject to course and instructor availability, and operational factors.

The program will require a Program Assistant (0.5 FTE) and a Program Coordinator (0.5 FTE) six months prior to program launch, and may require additional time allocated, should the number

of cohorts increase significantly. These labour costs are reflected in the program's costing (see business case for specific detail).

Library:

The program would benefit from some cyber-security library and/or departmental texts and resources covering topics such as legal standards, policies, ethics, privacy acts, and journal subscriptions.

Marketing:

The programs are intended for launch in September 2024 or January 2025. Recruitment efforts will be primarily geared towards international students and handled by the International Education office.

If the program engages in partnership with ISACA, there may be additional marketing opportunities through their networks where appropriate.

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

Program and curriculum development will require financial resources. Continuing Studies is actively investigating possible sources of funding to support the rapid development of the PDD. See business case for more details.

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

If resources are not available, program development and implementation efforts would be delayed, costing the College lost revenue and market share.

Phase In/Phase Out Plan

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

N/A

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of

capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

The full-time international program will be fully funded by international tuition. For a more detailed overview, including business case and draft costing, please see attached.



Centre for Continuing Studies
Cybersecurity Post-Degree Diploma
Business Case
May 17, 2023

Summary

The Post-Degree Diploma in Cybersecurity will be offered as a full-time, cohort-based program, geared towards international students. Initially the program plans to secure sufficient enrolment to accept three intakes per year, beginning as early as September 2024, up to a maximum of six new intakes annually. Subsequent developments may include domestic programming in the form of a micro-credential or certificate, pending further industry consultation and market demand.

At this time, programming is planned for delivery onsite using existing VCC facilities. Estimated administrative and support staff labour costs are also incorporated. The focus of this program is going to be on the business stream of cybersecurity, which is unique amongst the program offerings. There may be some minor additional costs related to a potential partnership with [ISACA](#), an international professional IT association, which are currently being explored.

Assumptions

- Tuition is estimated at \$662/credit, with a 2% increase applied annually.
- Costing will be reviewed and finalized prior to submitting for approval. Domestic costing may be completed and submitted at a later date upon further analysis of local market demand.
- CS will hire a 0.5 FTE Program Coordinator and 0.5 FTE Program Assistant six months prior to program launch. If the number of new cohorts per year meets or exceeds 6, the FTE will be bumped up to 1.0 to ensure high-quality program delivery and service provision. For the purposes of costing, 0.25 FTE Program Assistant and Program Coordinator time have been applied per cohort.
- Curriculum development will ideally be undertaken using a rapid development model, though this is entirely contingent upon receiving sufficient funds to undertake the work. Discussions on this front are currently underway with members of the Senior Team and the development timeline will be adjusted as needed.

Competitive Analysis

Institution	Program Name	Credits	Total Tuition	\$/Credit
Camosun	Cybersecurity & Networking Technology Diploma	60+	\$34,780	\$580
Douglas	Computer & Information Systems Post-Baccalaureate Diploma	60	\$38,205	\$637
VCC (Proposed)	Post-Degree Diploma in Cybersecurity	48	\$31,200	\$662

This programming is geared towards international students and will allow students to become eligible for a post-graduate work permit (PGWP), making it an attractive immigration pathway. The intended programming is shorter in length than other offerings in the province, which may be appealing to students seeking employment immediately following program completion. A planned partnership with ISACA that includes industry-relevant certifications and related digital badges will be an additional value-add for students and enhance their employment prospects.

Initial Costing

The costing table is spread across the next two pages.

Post-Degree Diploma in Cybersecurity & Risk Management	
	Proposed
Scenarios	New Scenario A (23-24)
Tuition per credit per student - International	\$662
Tuition per student - International	\$31,776
No. of Intakes	1
No. of students per intake - International (proj)	20
Total students (with X FTE attrition) - International	18
Student FTE - Domestic	0.0
Student FTE - International	22.7
Student FTE - Total	22.7
Instructor Paid Hours (IPH) Per Intake	960.00
Number of credits	48
Tuition Fee per Credit - International	662
Support Staff FTE	0.25
Administrator FTE	0.25
Operational costs	\$ 19,283
Revenue per credit per student	\$ 535
Cost per credit per student	\$ 453
Revenue per student	\$ 32,444
Cost (breakeven tuition fee) per student	\$ 27,486
Breakeven tuition fee per credit per student	\$ 453
Tuition fees per student - International	\$ 31,776
Revenue	
Projected Tuition revenue - International	\$ 571,968
Projected Tuition revenue -Other Fees	\$ 12,020
Total revenue (projected)	\$ 583,988
CS Instructor	
CS Instructor Cost	\$ 96,000
Benefits	\$ 9,600
Total instructor costs	\$ 105,600

Support Staff	
Salary	\$ 14,494
Benefits (30%)	\$ 4,348
Total support staff costs	\$ 18,842
Administrators	
Salary	\$ 20,916
Benefits	\$ 5,857
Total administrator costs	\$ 26,773
Total labour cost	\$ 151,215
Operational costs	
Operational Expenses	\$ 19,283
Curriculum Renewal	\$ 52,920
Intl Student Agency Fees	\$ 85,795
Total operational costs	\$ 157,998
Indirect student support	
Indirect student support	\$ 185,528
Total indirect student support	\$ 185,528
Total expenditures	\$ 494,741
Net contribution to VCC overhead / (Deficit)	\$ 89,247
Net contribution to VCC overhead / (Deficit)	15.3 %
Gross Margin Income Statement	
Revenue from tuition and block fund allocation	\$ 583,988
Direct instructors cost	\$ 105,600
Direct non-labour cost	\$ 157,998
Direct support staff cost	\$ 18,842
Gross margin	\$ 301,548
Indirect Administrator Cost	\$ 26,773
Total indirect expenditures	\$ 26,773
Surplus / (Deficit) (prior VCC overhead)	\$ 274,775
VCC Institutional support	\$ 169,464
Net Surplus / (Deficit)	\$ 105,311
<i>Gross margin breakeven tuition per student</i>	<i>\$ 16,753</i>
<i>Minimum number of students to cover gross margin</i>	<i>9</i>
<i>Minimum number of students to cover direct + indirect</i>	<i>10</i>
<i>Minimum number of students to cover all costs</i>	<i>15</i>



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: New courses for the Sign Language Interpretation Diploma program

BACKGROUND:

The School of Arts and Sciences is proposing 20 courses for the new Sign Language Interpretation Diploma program. The program has been taught at Douglas College for many years and is the program students from VCC's ASL & Deaf Studies program traditionally feed into. Douglas College made the decision to suspend the program, but after negotiations between VCC, Douglas College and the Ministry of Post Secondary Education and Future Skills, VCC is taking over the program with an initial cohort of students starting in September 2023. Over the next few years, VCC will review and renew both the ASL & Deaf Studies and the Sign Language Interpretation programs together, with the goal of developing a sustainable program.

Because of the compressed timeframe for approving this program, Education Council reviewed and approved the Program Content Guide (PCG) at its May 2023 meeting. Curriculum Committee reviewed the 20 courses at a special meeting on June 6, 2023 to ensure that the core elements required by the Registrar's Office to set up the program in our systems are ready. The courses and PCG will return to Curriculum Committee in August for a final review of the outcomes, assessments, and topics to prepare the courses to be taught in September.

DISCUSSION:

Mari Klassen, Department Leader of ASL & Deaf Studies, and Shirley Lew, Dean of Arts & Sciences, were present for the discussion. The Registrar's Office had reviewed the courses in depth prior to the meeting, including providing course numbers and names for the system.

The committee discussed that the hours:credits ratio used in the courses significantly exceeds the standard ratio in VCC's policy. VCC agreed to teach the program in its current form, so the courses currently have the same number of credits and hours as the previous Douglas College courses previously. This ratio will be reviewed in the future.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, 20 new courses for the Sign Language Interpretation Diploma program.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: June 6, 2023

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 10:12 am

Viewing: **ASLD 2180 : American Sign Language 8**

Last edit: 05/25/23 10:12 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs [180: Sign Language Interpretation Diploma](#) referencing this course

Approval Path

1. 05/31/23 8:59 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:13 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name: American Sign Language Level 8
 Effective Date: September 2023
 School/Centre: Arts & Sciences
 Department: Sign Language Studies (1951)
 Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: American Sign Language 8
 Subject Code: ASLD - ASL & Deaf Studies
 Course Number: 2180
 Year of Study: 2nd Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course guides intermediate-advanced ASL users to focus on developing skills in comprehending and using ASL narrative techniques, classifiers and locatives, and ASL non-manual markers with the mouth. Students will advance their skills in creating cohesive ASL discourse using appropriate discourse topic and transition markers. Students will also apply skills related to discourse mapping of ASL texts and reconstruct ASL discourse from diagrams of their own design. This course is required for students in the Sign Language Interpretation program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
 No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate intermediate-advanced ASL narration skills to do the following: Incorporate appropriate use of non-manual markers in signed utterances; Use appropriate register when sharing and giving opinion; Construct cohesive narrative discourse with appropriate discourse markers and pauses for topic transition/maintenance; Appropriately incorporate the narrative techniques of constructed dialogue and constructed action; Use a wide variety of classifiers and locatives; Use appropriate number formats for particular contexts; and Maintain appropriate temporal aspect and use time/tense markers
CLO #2	Analyze and diagram ASL texts to determine main points and supporting detail

	Upon successful completion of this course, students will be able to:
CLO #3	Identify the 7 techniques for expansion/contextualization in ASL
CLO #4	Reconstruct ASL texts working from one's own discourse map
CLO #5	Demonstrate versatility to produce ASL discourse in different genres

Instructional Strategies: Class activities may include lecture and language lab, demonstration/modelling, dialogue and small group conversational practice, course readings, videos, and shadowing language models, among others.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Evaluate factual knowledge of ASL & Deaf culture; receptive and expressive ASL skills; assigned dialogues and interactions
Assignments	40	2 video assignments
Midterm Exam	30	2 midterm exams
Final Exam	20	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Sentence structures, vocabulary and narrative techniques:

- Non-manual markers made with the mouth
- Rhetorical questions
- Relative clauses
- Use of left/right space for comparisons
- Constructed dialogue and constructed action
- Time/tense markers and use of timelines
- Discourse genres: instructional, argumentative, informational, expository & persuasive
- 7 expansion/contextualization techniques

Building knowledge of ASL's numbering systems:

- Variations in context-specific ordinal number formats
- Variations in context-specific cardinal number formats
- Money-related numbers and vocabulary

Narrating about major decisions, accidents, money management:

- Discourse markers for sequencing, comparing, explaining
- Related verbs and other vocabulary
- Sharing and giving opinions

Introduction to Deaf advocacy organizations and events:

- Local, provincial, national, international

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 SLI Diploma

Print

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:04 am

Viewing: **ASLD 2290 : American Sign Language 9**

Last edit: 05/25/23 11:04 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [180: Sign Language Interpretation Diploma](#)

Approval Path

1. 05/31/23 8:59 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:13 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name: American Sign Language Level 9
 Effective Date: September 2023
 School/Centre: Arts & Sciences
Is this a non-credit course?
 Department: Sign Language Studies (1951)
 Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: American Sign Language 9
 Subject Code: ASLD - ASL & Deaf Studies
 Course Number: 2290
 Year of Study: 2nd Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course will guide students to develop advanced ASL skills while furthering their ability to analyze and critique their own narrative samples. Students will learn to make clear visual sense, using appropriate time sequence, use of space, facial grammar/affect, and visual detail. Ongoing skill development includes visualization of meaning, use of classifiers, locatives, ASL mouthing, and incorporating humour appropriately. This course is required for students in the Sign Language Interpretation program.

Course Pre-Requisites (if applicable):
 ASLD 2180 or Assessment.

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 advanced ASL narration skills to do the following: Incorporate appropriate use of non-manual markers in signed utterances; Fluently use all 7 expansion/contextualization techniques; Construct cohesive narrative discourse with appropriate discourse markers and pauses for topic transition/maintenance; Appropriately incorporate the narrative techniques of constructed dialogue and constructed action; Use a wide variety of classifiers and locatives; Use appropriate number formats for particular contexts; and Maintain appropriate temporal aspect and use time/tense markers
CLO #2	Analyze and critique their own recorded ASL narratives
CLO #3	Paraphrase sample narratives by native language models

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

CLO #4	Identify narrator's specific communication goals/intent, including humour
CLO #5	Demonstrate versatility to produce ASL discourse in different registers
CLO #6	Demonstrate versatility to produce ASL discourse in different genres

Instructional Strategies: Class activities may include lecture and language lab, demonstration/modelling, dialogue and small group conversational practice, course readings/videos, and shadowing language models, among others.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Evaluate factual knowledge of ASL & Deaf culture; evaluate receptive ASL skills and demonstration of expressive ASL skills; Assigned dialogues and interaction
	40	2 video assignments
Midterm Exam	30	2 midterm exams
Final Exam	20	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Sentence structures, vocabulary and narrative techniques:

- Non-manual markers made with the mouth
- Facial grammar and emotive affect, including humour
- All question and statement types
- Constructed dialogue and constructed action
- Time/tense markers and use of timelines
- Discourse genres: instructional, argumentative, informational, expository & persuasive

Building knowledge of ASL's numbering systems:

- Variations in context-specific ordinal number formats
- Variations in context-specific cardinal number formats
- Introductory vocabulary for talking about math

Making clear visual sense:

- Topicalization and contextualization
- 7 expansion/contextualization techniques
- Consistency in use of referential space
- Level of visual detail
- Discourse cohesion

Overall meaning and intent, including humour

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 SLI Diploma

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultation

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:14 am

Viewing: **ASLD 2310 : American Sign Language 10**

Last edit: 05/25/23 11:14 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [180: Sign Language Interpretation Diploma](#)

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:13 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name: American Sign Language Level 10
 Effective Date: September 2023
 School/Centre: Arts & Sciences
 Department: Sign Language Studies (1951)
 Contact(s):

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: American Sign Language 10
 Subject Code: ASLD - ASL & Deaf Studies
 Course Number: 2310
 Year of Study: 2nd Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This intensive course is designed for advanced ASL students to continue increasing their ASL vocabulary and proficiency. Students will have many opportunities to practice using ASL and to continuously incorporate feedback from native ASL users, classmates and oneself. This course will also explore the difference in how English and ASL convey concepts in different settings (education, medical, community, etc). This course is required for students in the Sign Language Interpretation program.

Course Pre-Requisites (if applicable):
 ASLD 2290 or Assessment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
 No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Demonstrate fluent, advanced ASL narration skills to do the following: <ul style="list-style-type: none"> - Incorporate appropriate use of non-manual markers in signed utterances - Fluently use all 7 expansion/contextualization techniques - Construct cohesive narrative discourse with appropriate discourse markers - Make clear visual sense - Use a rich, diverse, setting-specific ASL vocabulary - Use a variety of classifiers and locatives

	Upon successful completion of this course, students will be able to:
	- Use 3D referential space consistently and effectively - Use appropriate number formats for particular contexts
CLO #2	Analyze and critique one's own recorded ASL narratives
CLO #3	Appropriately engage in effective peer-to-peer feedback
CLO #4	Identify one's own focus areas for development and intensified practice
CLO #5	Adapt ASL usage to communicate with a variety of signed language users

Instructional Strategies: Class activities may include lecture and language lab, demonstration/modelling, dialogue and small group conversational practice, course readings and videos, among others.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	Quizzes to evaluate factual knowledge of ASL & Deaf culture
Quizzes/Tests	20	Quizzes to evaluate receptive ASL skills
Quizzes/Tests	20	Demonstration of expressive ASL skills
Assignments	25	Assigned dialogues and interaction
Participation	10	Participation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 80

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 80

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Sentence structures, vocabulary and narrative techniques:

- Non-manual markers made with the mouth
- Facial grammar and emotive affect, including humour
- Constructed dialogue and constructed action, and accompanying eye gaze
- Time/tense markers and use of timelines

Building ASL vocabulary in specific settings:

- Health/medical – talking about health and basic medical concerns/experiences
- Educational – talking about school and university/college
- Math – continuing to expand fluency in ASL number depictions
- Community – talking about current and local events, organizations, places and issues

Increasing adaptability to diverse ASL users:

- Language use across the ASL-Contact-English continuum
- Variations due to demographics (age, background, geographical area)

Making clear visual sense:

Course Topics:

- Topicalization and contextualization
- Consistency in use of referential space Level of visual detail
- Discourse markers, cohesion, prosody
- Overall meaning and intent, including humour

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

Smith, Cheri. (2008). Signing Naturally 3. Student Workbook. San Diego, CA: DawnSignPress.

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 SLI Diploma

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:16 am

Viewing: **INTR 2100 : Positionality Deaf Community**

Last edit: 05/25/23 11:16 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:13 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course: [180: Sign Language Interpretation Diploma](#)

Course Name: Positionality in the Deaf Community
 Effective Date: September 2023
 School/Centre: Arts & Sciences
 Department: Sign Language Studies (1951)
 Contact(s):

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Positionality Deaf Community

Subject Code: INTR - Interpreting

Course Number: 2100

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course will focus on the development of a professional interpreter identity through examination of one's positionality in the Deaf community. Students will use critical thinking to explore historical and current perspectives on the interpreting community of practice. Students will consider how to be agents of change toward social, economic and racial justice by examining issues of diversity, intersectionality, privilege, marginalization, self-determination and systemic inequities.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate critical thinking in written and oral forms
CLO #2	Describe various positions, different from their own, on a given issue
CLO #3	Examine the impact of intersectionality and positionality in personal interactions
CLO #4	Identify historical trends of systemic inequities and their impact on the role of the interpreter
CLO #5	Describe the human service systems impacting the lives of Deaf community members
CLO #6	Identify key organizations within the Deaf community, local and national

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

CLO #7	Apply a critical social justice perspective to the dynamics between interpreters and the Deaf community
CLO #8	Describe current inequity issues of concern to the interpreting community of practice
CLO #9	Recognize their own power, privilege, and potential for bias
CLO #10	Outline a personal plan for ongoing growth and development as a socially conscious interpreter

Instructional Strategies: Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Community Research Project, Summary
Project	15	Community Research Project, Presentation
Assignments	30	2 essays, 15% each
Quizzes/Tests	30	
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Positionality as a professional sign language interpreter:

- One's own experiences of privilege and oppression and connection to social systems (family, education, health care, employment, justice, etc)
- How professional power and privilege interact with personal privilege and personal intersectional experiences of oppression
- Possibility and implications of using one's position of power to reinforce the status quo
- Examination of one's own positionality in a variety of professional and community settings

Impacts of oppression on Deaf-hearing interactions and the role of the interpreter:

- Power held by professional interpreters in systems
- Current practices in sign language interpreting as part of an evolution of historical perspectives
- Oppressive treatment by interpreters as experienced by persons who are D/deaf, hard of hearing, Deafblind
- Critical race theory and its application to interpreting
- Language deprivation and its relevance to interpreting
- Envisioning interpreters as agents of change toward social, economic and racial justice
- The interpreter as ally or accomplice or other

Human service systems that impact the lives of Deaf, hard of hearing, Deafblind people:

- Component parts of the service systems and their interactive dynamics within our local and national community context
- Advocacy organizations and movements influencing the Deaf community and interpreters
- Living in an unjust society and working within unjust systems
- Inequity as systemic and self-sustaining
- Impact of social policies on social justice, considering decolonization, Truth & Reconciliation, anti-racism, gender diversity, intersectional Deaf experiences

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 Sign Language Interpretation Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:17 am

Viewing: **INTR 2120 : Foundations of Practice 1**

Last edit: 05/25/23 11:17 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [180: Sign Language Interpretation Diploma](#)

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:13 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name: Foundations of Practice 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Foundations of Practice 1

Subject Code: INTR - Interpreting

Course Number: 2120

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course provides students with an introduction to the profession of American Sign Language - English interpretation and will involve three significant areas: observation of interpreters at work in the field; development of pre-interpreting foundational skills; and an introduction to the decision-making framework known as the Demand Control Schema.

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	Analyze the work of interpreters, based on observation in the field
CLO #2	Recognize their own personal filters and frame of reference
CLO #3	Apply techniques learned through observations to their own emerging professional practice
CLO #4	Apply the Demand Control Schema to decision-making as it pertains to the field of interpreting
CLO #5	Demonstrate pre-interpreting skills including closure techniques, discourse prediction skills, memory and multi-tasking
CLO #6	Analyze and diagram samples of discourse to determine the main points and supporting detail

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

CLO #7 Reconstruct English texts working from a diagram of their own design

Instructional Strategies: Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	25	Field Research Individual Project, Presentation
Project	25	Field Research Group Project, Presentation
Project	10	Field Research Group Project, Reflection
Assignments	30	Professional Reflection Journals
Other	10	Professional Accountability

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Professional interpreters' work:

Techniques for effective observation,

Skills for interpersonal interacting & questioning,

Reflective journals

Foundational skills for interpreting:

Listening for comprehension,

Speaking for clarity,

Identifying main points in spoken texts,

Discourse mapping,

Multi-tasking while listening and speaking

Ethical decision-making:

Ethical codes, Demand Control Schema

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

Rationale and Consultations

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

Is this proposal part of a group of related proposals?

Yes

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:22 am

Viewing: **INTR 2140 : Interpretation 1: Translation**

Last edit: 05/25/23 11:22 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:13 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Interpretation Theory and Practice 1: Translation

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Interpretation 1: Translation

Subject Code: INTR - Interpreting

Course Number: 2140

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course provides opportunities to practically apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others. Students will develop skills in analyzing and translating ASL and English texts, exploring multiple parameters of discourse and message analysis. These may include speaker/signer intent, implied and explicit content, emotional affect, culturally-bound elements, and the impact of contextual factors.

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	Use contextual cues to predict discourse content and intent
CLO #2	Use discourse mapping to represent meaning
CLO #3	Analyze English and ASL texts to identify speaker goals, linguistic register, emotional affect and culturally-linked elements
CLO #4	Prioritize text content, identifying main points and supporting details
CLO #5	Identify both implied and explicit propositions in source texts

Upon successful completion of this course, students will be able to:	
CLO #6	Apply contextual factors to the process of meaning-based translation
CLO #7	Compose equivalent messages in the target language
CLO #8	Demonstrate the creation of culturally mediated translation texts
CLO #9	Explain the steps involved in the processes of discourse analysis and translation
CLO #10	Critically evaluate the relative success/effectiveness of a translation

Instructional Strategies: Lecture/seminars; small group work; translation practice tasks; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	English to ASL Translation Assignment
Assignments	35	ASL to English Translation Assignment
Quizzes/Tests	15	
Assignments	15	Written Reflection/Analyses

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Key linguistic differences between English and ASL:

- Use of face and space;
- Common sentence types, syntactical structures and discourse markers;
- Time/tense markers;
- Pronominalization;
- Prepositional and adverbial information;
- Pluralization;
- Contextualization and topicalization

Analysis parameters in English and ASL texts:

- Variables of the cultural, situational, relational, psychological context(s);
- Implied and explicit propositions, main points and supporting details;
- Culturally-linked elements;
- Linguistic register;
- Speaker/signer characteristics and goals;
- Emotional affect and tone;
- Metanotative qualities/style of the speaker/signer;
- Contextual force relative to target audience characteristics and goals

Power and responsibility inherent in the tasks of translation/interpretation:

- Meaning-making as a shared process of co-construction;

Course Topics:

- Linguistic and cultural mediation;
- Awareness of positionality and bias;
- Challenges in aiming for dynamic equivalence and impartiality

Steps and sub-processes in translation/interpretation:

- Predicting what to expect from the discourse;
- Concentrating and attending to source message;
- Representing meaning, dropping source language form;
- Preparing to express meaning using target language form;
- Producing target message;
- Monitoring and critiquing one's own process and results

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 SLI Diploma

Provide a rationale
for this proposal:

Are there any
expected costs as a

Consultation?

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:23 am

Viewing: **INTR 2150 : Deaf Comm. Service Learning 1**

Last edit: 05/25/23 11:23 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Deaf Community Service Learning 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Deaf Comm. Service Learning 1

Subject Code: INTR - Interpreting

Course Number: 2150

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course is the first of two courses designed to strengthen the interpreting student's ability to adapt to linguistic and cultural diversity within the Deaf community and to appropriately engage in the cultural norms of the Deaf community. Service learning provides authentic immersive experiences in a way not possible in the classroom. Through collaboration and volunteer service, students will participate in activities designed and led by Deaf community members. Guided by a Deaf instructor, students will participate in classroom seminars to reflect on their learning. The language of instruction will be ASL.

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	Define Experiential Learning Theory
CLO #2	Identify the mutual benefits of service learning to students and community members
CLO #3	Recognize the value of Popular Education learning principles
CLO #4	Recognize the importance of reciprocity working within a marginalized community
CLO #5	Establish and maintain appropriate professional boundaries

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

CLO #6	Exhibit strong communication skills in both ASL and English
CLO #7	Maintain cohesive working relationships while using ASL and English with a variety of language users
CLO #8	Identify and reflect on their own biases
CLO #9	Use ASL to engage in seminar discussions about community learning experiences

Instructional Strategies: Lecture/seminar, field work, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Field Research Group Project, Summary
Project	15	Field Research Group Project, Presentation
Other	10	Service Learning Log
Assignments	20	Written Reflections
Assignments	20	Reflections in ASL
Other	20	Professional Accountability

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 30

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Service Learning:
Experiential Learning Theory;
Popular Education

Networking in the Deaf Community:
Culturally appropriate communication;
Power, privilege and oppression working within marginalized populations;
Reciprocity – what it looks like and how to participate;
Collaborating with peers

Reflective Learning:
Journaling;
Goal setting for ongoing growth and development;
Personal values and impact on professional interpersonal relationships;
Personal biases – identifying them and what to do about them;
Sharing in reflective discussions with peers, in ASL

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:23 am

Viewing: **INTR 2210 : Ethics & Prof. Decision Making**

Last edit: 05/25/23 11:23 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Ethics & Professional Decision Making

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Ethics & Prof. Decision Making

Subject Code: INTR - Interpreting

Course Number: 2210

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course provides students with opportunities to clarify their own values and integrate that knowledge into the concept of sign language interpreters as cultural mediators within their professional role. Applying prior learning regarding power, privilege and oppression, students will discuss and analyze meta-ethical principles and the Code of Ethics and Guidelines for Professional Conduct espoused by sign language interpreters in Canada. Students will also further their understanding of the decision-making framework known as Demand Control Schema and its application to ethics.

Course Pre-Requisites (if applicable):
INTR 2110.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of DIAD:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify personal and professional values and their impact on professional decision-making
CLO #2	Examine the Canadian Association of Sign Language Interpreters (CASLI) Code of Ethics and Guidelines for Professional Conduct
CLO #3	Utilize the Demand-Control Schema framework for decision-making
CLO #4	Analyze the impact of positionality and power on interactions between interpreters and others
CLO #5	Recognize the ethical responsibility of the interpreter aiming to be anti-oppressive in their practice

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

CLO #6	Determine the difference between ethical and professional practice dilemmas
CLO #7	Develop a personal philosophy of practice
CLO #8	Specify their commitment to ongoing growth and exploration of values, privilege and positionality

Instructional Strategies: Lecture/seminar, small group work, guest speakers, course readings/video

Strategies:

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Field Research Group Project, Presentation
Project	25	Case Study Group Project, Presentation
Assignments	10	Article Review:
Other	20	Case Conference
Assignments	25	Personal Philosophy Paper

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Values and ethics

Relationship between one's own personal and professional values and one's professional code of ethics
A code of ethics as an expression of values and guidelines
Critical thought and situational variables that impact the application of the code of ethics
Personal philosophy of practice

Professional governance

General purposes of professional codes of ethics
Canadian Association of Sign Language Interpreters (CASLI) Code of Ethics and Guidelines for Professional Conduct
Workplace guidelines and policies of employers of interpreters
Legislation that impacts the interpreting community of practice
Westcoast Association of Visual Language Interpreters (WAVLI) and Occupational Title Protection in BC
Conflict and/or tensions between professional, employer and legislated governance

Demand Control Schema

Constellations of demands
Controls on a liberal-conservative spectrum
Positive and negative consequences

Course Topics:

Resulting demands

Case studies and hypothetical dilemmas

Interpreter power, privilege, positionality

Possibility and implications of using one's position of power to reinforce the status quo

Ongoing examination of one's own positionality in a variety of professional and community settings

Envisioning oneself as an agent of change toward social, economic and racial justice

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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 SLI Diploma

Provide a rationale
for this proposal:

Are there any
expected costs as a

Consultation

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:25 am

Viewing: **INTR 2220 : Foundations of Practice 2**

Last edit: 05/25/23 11:25 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [180: Sign Language Interpretation Diploma](#)

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name: Foundations of Practice 2
 Effective Date: September 2023
 School/Centre: Arts & Sciences
 Department: Sign Language Studies (1951)
 Contact(s):

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Foundations of Practice 2
 Subject Code: INTR - Interpreting
 Course Number: 2220
 Year of Study: 2nd Year Post-secondary
 Credits: 2

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course provides students with opportunities to expand their understanding of the practice profession of sign language interpretation. Continued foundational learning focuses on development of pre-interpreting skills such as English vocabulary development, discourse mapping, discourse reconstruction, paraphrasing and cognitive multi-tasking. Students will be introduced to the Deafblind community and to the variety of setting types where interpreters typically work.

Course Pre-Requisites (if applicable):
 INTR 2120.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
 No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate versatility in English vocabulary use
CLO #2	Use effective techniques for discourse mapping and paraphrasing
CLO #3	Perform advanced level listening and speaking skills
CLO #4	Describe the variety of Deafblind etiology and identities
CLO #5	Describe various communication methods used by Deafblind people

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

CLO #6	Define the role of intervenor
CLO #7	Contrast key features of setting types where interpreters work
CLO #8	Identify strategies for their own ongoing vocabulary development

Instructional Strategies: Lecture/seminar, demonstration/practice, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Field Research Group Project, Summary
Project	15	Field Research Group Project, Presentation
Assignments	30	2 essays, 15% each
Quizzes/Tests	30	
Other	10	Professional Accountability

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 37.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 37.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Foundational skills for interpreting:

English vocabulary development
Listening for comprehension
Speaking for clarity
Identifying main points in spoken texts
Discourse mapping
Multi-tasking while listening and speaking

Introduction to the Deafblind community:

Etiology of Deafblindness
Significant organizations of, by and for Deafblind individuals
Various communication methods used by members of this population
Various mobility and orientation needs, and guiding techniques
Distinction between interpreters and intervenors working with individuals who are Deafblind

Introduction to interpreting setting types and their distinguishing features:

Educational K-12

Course Topics:

Educational post-secondary
 Medical
 Legal
 Social services
 Community
 Video Relay
 Video Remote
 Performing arts

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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 SLI Diploma

Provide a rationale
for this proposal:

Are there any
comments?

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:25 am

Viewing: **INTR 2240 : Interpretation 2**

Last edit: 05/25/23 11:25 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [180: Sign Language Interpretation Diploma](#)

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name: Interpretation Theory and Practice 2
 Effective Date: September 2023
 School/Centre: Arts & Sciences
 Department: Sign Language Studies (1951)
 Contact(s):

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Interpretation 2
 Subject Code: INTR - Interpreting
 Course Number: 2240
 Year of Study: 2nd Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This practical course provides opportunities to develop ASL-English interpreting skills during simulated practice in the classroom and while doing volunteer interpreting in the community. Students will integrate their learning in all settings and will participate in seminars to reflect upon their professional growth and to identify focus areas for ongoing development. They will learn interpreting theory, terminology and process models, and will practice strategies for both consecutive and simultaneous interpreting.

Course Pre-Requisites (if applicable):
 INTR 2140.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
 No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use preparatory materials and information to predict and prepare for an interpretation task
CLO #2	Apply contextual factors to the process of meaning-based interpretation
CLO #3	Produce interpretations that meet the goals of the particular speakers/ signers/ settings
CLO #4	Demonstrate interpretation into ASL that is syntactically correct and cohesive
CLO #5	Demonstrate interpretation into English that is syntactically correct and cohesive
CLO #6	Use rapid mental processing to manage the time constraints of simultaneous interpretation

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

CLO #7	Use effective interaction management strategies when doing consecutive interpretation
CLO #8	Demonstrate appropriate choice of simultaneous or consecutive mode
CLO #9	Describe the cognitive sub-steps in the process of interpreting meaning
CLO #10	Critically evaluate the relative success/effectiveness of an interpretation
CLO #11	Reflect on their own interpreting skills and identify focus areas for ongoing development
CLO #12	Demonstrate professional demeanour and effective communication in interactions with others

Instructional Strategies: Lecture/seminar; small group work; simulated interpretation practice; interpretation practice in community; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Consecutive Interpreting Assignments
Assignments	30	Simultaneous Interpreting Assignments
Assignments	10	Written Analyses
Other	10	Self-reflections and Goal-setting
Quizzes/Tests	15	
Other	5	Volunteer Interpreting Log

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Cognitive model of the process of interpretation:

- Meaning-making as a shared social process of co-construction
- Variables of each cultural, situational, relational, psychological context
- Historically significant conduit models and terminology
- Linguistic and cultural mediation

Power and responsibility inherent in the task of interpretation:

- Social variables that impact meaning-making
- Awareness of privilege, intersecting identities, allyship, one's own positionality and bias
- Challenges in aiming for dynamic equivalence and impartiality

Steps and sub-processes in interpretation:

- Predicting what to expect from the discourse
- Concentrating and attending to source message
- Representing meaning, dropping source language form
- Planning to express meaning using target language form

Course Topics:

- Producing a clear and cohesive target message
- Monitoring and critiquing one's own process and results
- Strategies for managing the time constraints of simultaneous interpreting
- Strategies for using consecutive interpreting and interaction management
- Criteria for opting to use either simultaneous or consecutive interpreting
- Strategies for effective co-interpreting as a team

Analysis and assessment of interpretation:

- Features of a successful interpretation
- Think Aloud Protocol (TAP) as a learning tool
- Demand-Control framework as a learning tool
- Peer feedback and shared analysis
- Self-reflection and identification of focus areas/goals for one's own development

Professional demeanour and interaction, including:

- Clear, respectful, effective interpersonal communication
- Punctuality, effort, enthusiasm
- Patience with self, others, and circumstances
- Discretion, diplomacy, confidentiality
- Working collaboratively with peers, consumers, teachers, and others

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 SLI Diploma

Provide a l

Feedback on:

Feedback on:

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:27 am

Viewing: **INTR 2250 : Deaf Comm. Service Learning 2**

Last edit: 05/25/23 11:27 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs [180: Sign Language Interpretation Diploma](#)
referencing this course

Course Name: Deaf Community Service Learning 2

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Deaf Comm. Service Learning 2

Subject Code: INTR - Interpreting

Course Number: 2250

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course is the second of two courses designed to strengthen the interpreting student's ability to appropriately engage in the Deaf community. Students will participate in community volunteer service and they will also plan and host social events to complement monthly Practical Learning Days (PL Days). PL Days will comprise intense practice interpreting in simulated scenarios role-played by Deaf community members and non-signing hearing volunteers. Guided by a Deaf instructor, students will reflect on their experiential learning in classroom seminars. The language of instruction will be ASL.

Course Pre-Requisites (if applicable):
INTR 2150.

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	Support the value of reciprocity when working with the Deaf community
CLO #2	Establish and maintain appropriate professional boundaries
CLO #3	Exhibit strong communication skills in both ASL and English
CLO #4	Maintain cohesive working relationships while using ASL and English with a variety of language users
CLO #5	Demonstrate ability to appropriately introduce oneself, initiate and/or join conversations, make others feel comfortable

	Upon successful completion of this course, students will be able to:
CLO #6	Identify and reflect on their own biases
CLO #7	Use ASL to engage in seminar discussions about community learning experiences
CLO #8	Use ASL to engage in reflections on learning related to interpreting role-played scenarios

Instructional Strategies: Lecture/seminar, field work, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	10	Field Research Group Project, Summary
Practicum	10	Field Research Group Project, Presentation
Other	10	Practical Learning Log
Other	10	Service Learning Log
Assignments	20	Written Reflections
Assignments	20	Reflections in ASL
Other	20	Professional Accountability

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 30

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Service Learning:

Supporting Deaf people and organizations in the community
Collaborating with peers
Culturally appropriate communication
Positionality and its impact on student-community interaction
Participating in the reciprocity pool

Practical Learning Days:

Managing the demands of all-day intensive interpreting practice
Hosting Deaf community members at social gatherings on campus
Making appropriate choices for interacting as a bilingual bicultural hearing person

Reflective Learning:

Journaling
Goal setting for ongoing growth and development

Course Topics:

Personal biases – identifying them and what to do about them
 Sharing in reflective discussions with peers, in ASL

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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 SLI Diploma

Provide a rationale
 for this proposal:

Are there any
 expected costs as a
 Consultation

Additional Information

Provide any additional information if necessary.

Supporting
 documentation:

Reviewer
 Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:27 am

Viewing: **INTR 2260 : Deafhood Identity & Diversity**

Last edit: 05/25/23 11:27 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs [180: Sign Language Interpretation Diploma](#)
referencing this course

Course Name: Deafhood: Pathways to Identity & Diversity

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Deafhood Identity & Diversity

Subject Code: INTR - Interpreting

Course Number: 2260

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course provides opportunities for students to build on their understanding of what it means to be culturally Deaf. Students explore the complexities of Deafhood, considering what people who identify as Deaf have in common but also how they differ. Key themes are intersectionality, diverse life journeys, and Deafhood as a global concept. Students examine how these themes inform the work of interpreters. The language of instruction in this course is ASL.

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	Recognize the status, official and unofficial, of signed languages around the world
CLO #2	Recognize the varying realities around the world in terms of Deaf education, employment, and empowerment
CLO #3	Recognize variations among countries as to the state of professional sign language interpreting
CLO #4	Describe typical and atypical samples of life journeys/struggles into Deafhood
CLO #5	Recognize the implications of Deafhood's complexities for sign language interpreters

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

CLO #6	Explore the impact of technology and social media on the global profile of Deafhood
CLO #7	Describe the systemic effects of audism on Deaf people's access and inclusion, in different parts of the world
CLO #8	Recognize how the Deaf community reckons with issues of social, economic, race-based and gender-based inequity
CLO #9	Identify the successes and struggles of national and international Deaf organizations that focus on advocacy and culture

Instructional Strategies: Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Deaf Studies Research Group Project, Summary
Project	15	Deaf Studies Research Group Project, Presentation
Assignments	30	2 essays, 15% each
Quizzes/Tests	30	
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Deafhood around the globe

Variations in societal acceptance, access to education and employment
Variations in recognition of signed languages
Variations in the provision of sign language interpreting

Deafhood and diversity

Life stories from diverse Deaf guest speakers
Shared and individual pathways/struggles to Deafhood
Potentially lifelong impact of early language deprivation
Intersectionality in the Deaf community (race, religion, sexual orientation, gender identity, etc.)

Deafhood and social justice

Systemic inequities (poverty, racism, gender-based discrimination, etc.)
De/colonization and experiences of Indigenous Deaf people
Experiences of Deaf immigrants and refugees to Canada

Impact of 21st century technology on Deafhood

Course Topics:

Internet, digital information, social media
 Universal design, smart phones, video-based technology
 Video relay interpreting and video remote interpreting

Advocacy and advancements

Activities of the World Federation of the Deaf and the World Association of Sign Language Interpreters
 United Nations Conventions and activities
 Persistence of audism and medicalized view

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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 SLI Diploma

Provide a rationale
 for this proposal:

Are there any
 expected costs as a
 Consultation

Additional Information

Provide any additional information if necessary.

Supporting
 documentation:

Reviewer
 Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:27 am

Viewing: **INTR 2340 : Interpretation 3: Community**

Last edit: 05/25/23 11:27 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Interpretation Theory and Practice 3: Community

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Interpretation 3: Community

Subject Code: INTR - Interpreting

Course Number: 2340

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This practical course provides opportunities to build and enhance ASL-English interpreting skills during simulated practice in the classroom and while doing volunteer interpreting in the community. Students will gain versatility in meeting the needs of Deaf, hard of hearing, and Deafblind consumers across a spectrum of varied language use. The primary language of instruction will be ASL. The classes in May and June will be augmented by ongoing volunteering in the summer and a one-week practical learning experience at a Deafblind camp in August.

Course Pre-Requisites (if applicable):
INTR 2240.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use preparatory materials and schema of the local Deaf, hard of hearing, Deafblind community to predict and prepare for an interpretation task
CLO #2	Engage with consumers to effectively determine appropriate target language variety
CLO #3	Describe the differences between acting as an interpreter or as an intervenor
CLO #4	Produce interpretations that meet the goals of the particular speakers/signers/settings
CLO #5	Communicate in a variety of close-up and/or tactile ways with people who are Deafblind

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

CLO #6	Critically evaluate the relative success/effectiveness of an interpretation
CLO #7	Engage with consumers to seek and incorporate their feedback
CLO #8	Participate in theoretical discussions and reflective seminars conducted in ASL
CLO #9	Reflect on their own interpreting skills and identify focus areas for ongoing development

Instructional Strategies: Lecture/seminars; small group work; simulated interpretation practice; interpretation practice in community; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Interpreting Assignments
Assignments	15	Written analyses
Assignments	25	Self-reflections and goal-setting
Quizzes/Tests	20	
Other	10	Volunteer interpreting log

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Spectrum of (ASL) language use in the Deaf, hard of hearing, Deafblind community:

- Varieties of English-influenced Contact Sign
- Close-up ASL and/or hand-over-hand tracking
- Tactile ASL
- Pro-tactile signals
- Hand-to-hand fingerspelling with adapted British manual alphabet

Power and responsibility in the roles of interpreter and intervenor:

- Duties of an intervenor compared to those of an interpreter
- Ethical challenges in maintaining appropriate boundaries
- Social variables that impact meaning-making
- Awareness of privilege, intersecting identities, allyship, one's own positionality and bias

Ongoing skill enhancement for the steps and sub-processes in interpretation:

- Predicting what to expect from the discourse
- Concentrating and attending to source message
- Representing meaning, dropping source language form
- Planning to express meaning using target language form
- Producing a clear and cohesive target message
- Monitoring and critiquing one's own process and results
- Strategies for managing the time constraints of simultaneous interpreting

Course Topics:

- Strategies for using consecutive interpreting and interaction management
- Criteria for opting between simultaneous and consecutive mode
- Strategies for effective co-interpreting as a team

Analysis and assessment of interpretation:

- Features of a successful interpretation
- Think Aloud Protocol (TAP) as a learning tool
- Demand-Control framework as a learning tool
- Peer feedback and shared analysis
- Consumer feedback
- Self-reflection and identification of focus areas/goals for one's own development

Professional demeanour and interaction, including:

- Clear, respectful, effective interpersonal communication
- Punctuality, effort, enthusiasm
- Patience with self, others, and circumstances
- Discretion, diplomacy, confidentiality
- Working collaboratively with peers, consumers, teachers, and others

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 SLI Diploma

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:31 am

Viewing: **INTR 3110 : Self & Community of Practice**

Last edit: 05/25/23 11:31 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Self and Community of Practice

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Self & Community of Practice

Subject Code: INTR - Interpreting

Course Number: 3110

Year of Study: 3rd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course prepares students to take on the challenges of building a practice as a professional interpreter while maintaining physical and mental health. The emotional labour and potential for burnout inherent in interpreting work will be examined, along with strategies for time and stress management. Students will learn basic business skills for working freelance as well as how to utilize resources, mentorship and peer support within the community of practice.

Course Pre-Requisites (if applicable):
INTR 2210.

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 ability to integrate wellness strategies into daily life
CLO #2	Set realistic goals for their own personal health, growth and development
CLO #3	Identify the factors that impact the emotional labour of interpreting work
CLO #4	Recognize potential causes and indicators of burnout
CLO #5	Define vicarious trauma and discuss strategies to deal with it

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

CLO #6	Examine the characteristics of work in the public sector versus the private sector
CLO #7	Describe the systems and agencies in BC that employ and/or contract with interpreters
CLO #8	Produce a list of business terms and a sample invoice for use as a freelance interpreter
CLO #9	Produce a resume and cover letter for use when applying for an interpreter position
CLO #10	Devise strategies for seeking mentorship and ongoing peer support
CLO #11	Describe plans to participate in and contribute to the interpreting community of practice

Instructional Strategies: Lecture/seminars; small group work; guest speakers; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Mental Health and wellbeing
Assignments	25	Business practices
Assignments	15	Cover letter/resume
Other	10	Mentorship
Assignments	25	Personal wellness strategy paper

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Wellness and self-care

- Strategies and routines for maintaining physical health
- Techniques and habits for maintaining mental health
- Managing stress, time management, organizational skills
- Making effective plans and setting realistic goals
- Establishing a personal support network

Emotional labour of interpreting work

- Potential for burnout, vicarious trauma
- Maintaining appropriate personal/professional boundaries
- Balancing professional role and social participation in the Deaf community

Interpreters as business practitioners

- Contrasting public and private sector work
- Employers, agencies, systems

Course Topics:

- Understanding the marketplace for contract and freelance interpreting work
- Basic practices for a self-employed interpreter (business terms, invoicing, accounting, taxes, self-promotion)

The interpreting community of practice

- Participating, benefiting and contributing as a new practitioner
- Fostering mentoring relationships and peer support
- Working collegially to effect positive change
- Addressing issues of diversity, equity and inclusion

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 SLI Interpretation

Provide a rationale
for this proposal:

Are there any
expected costs as a
consultation?

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:33 am

Viewing: **INTR 3120 : Interpreting in Educ Settings**

Last edit: 05/25/23 11:33 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Sign Language Interpretation in Educational Settings

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Interpreting in Educ Settings

Subject Code: INTR - Interpreting

Course Number: 3120

Year of Study: 3rd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course provides opportunities for students to explore historical and current sociopolitical influences that impact the pedagogical perspectives, goals and practices in the education of Deaf students. Learners will examine the interpreter's dynamic and adaptive responsibilities to accommodate various Deaf students' needs while applying ethical decision making appropriate for working in educational settings. Major emphasis will be on the characteristics of interpreting in a K-12 school environment and on developing strategies for communicating successfully as a member of an educational team.

Course Pre-Requisites (if applicable):

INTR 2340, ASLD 2310.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of DIAD:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify a wide range of educational interpreting settings across the life span
CLO #2	Compare use of interpreting strategies and ethical practices used in community interpreting with interpreting in educational settings
CLO #3	Consider the impact of their cognitive and linguistic development on interpretations
CLO #4	Demonstrate interpreting strategies to meet the cognitive and linguistic needs of individuals in learning environments
CLO #5	Discuss and explore ethical practices in educational settings

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

CLO #6	Examine their own responsibility to provide educational support
CLO #7	Describe and discuss the classroom interpreter's responsibilities while using appropriate professional discourse
CLO #8	Discuss components of the educational team and the interpreter's place within it
CLO #9	Discuss components of working within a system
CLO #10	Describe various stages of linguistic and cognitive development and the unique circumstances of Deaf students
CLO #11	Assess their own suitability/readiness for work in educational settings

Instructional Strategies: Lecture/seminars; small group work; guest speakers; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Field research group project/presentation
Project	25	Case study group project/presentation
Assignments	10	Article review
Assignments	20	Case conference
Assignments	25	Research paper

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Interpreting in Educational Settings

- Spectrum of educational setting features
- Educational interpreting in contrast to community interpreting
- Provincial, district and systemic structures as they pertain to educational interpreting
- Diversity of populations and variety of perspectives

Linguistic and Cognitive Development

- Stages of development across the lifespan
- Impact of early language learning on student's cognitive and social development
- Theory of mind and impact on Deaf child development
- Language deprivation and impact of trauma
- Pre-K options in BC

K-12

- Educational options for students

Course Topics:

- Provincial decision-making regarding placement
- Characteristics of academically successful students
- Perspectives on the meaning of inclusion
- Understanding provincial curriculum
- Preparing to interpret

Educational Team

- Educational team participants and the interpreter's responsibility
- Individual Educational Plans
- Interpreter responsibility within the educational environment
- Pedagogical principles of teaching, learning, objectives, outcomes
- Communication with professionals

Interpreter Responsibilities

- Identifying Deaf students' needs and how to address them
- Ethical behaviour and decision making
- Professional development
- Interpreter wellness
- Determining one's own suitability for interpreting in this setting

Post Secondary

- Spectrum of interpreting in post-secondary educational settings
- Interpreter considerations, strategies and best practices
- Preparing to interpret
- How to find work

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

As assigned 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?

No

Primary Proposal SLI diploma

Provide a rationale
for this proposal:

Are there any
expected costs as a

Consultation:

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:35 am

Viewing: **INTR 3140 : Interpretation 4**

Last edit: 05/25/23 11:35 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs [180: Sign Language Interpretation Diploma](#) referencing this course

Course Name: Interpretation Theory and Practice 4

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Interpretation 4

Subject Code: INTR - Interpreting

Course Number: 3140

Year of Study: 3rd Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This practical course provides opportunities to further develop and enhance ASL- English interpreting skills (in both language directions) during simulated practice in the classroom and while doing volunteer interpreting in the community.

Students will integrate their learning in a wide variety of setting/topic types and will participate, in both English and ASL, in reflective discussions and feedback sessions with their peers. They will continue to develop their skills for critically analyzing interpretations, with emphasis on identifying focus areas for improvement of their own work. They will regularly set goals and monitor their own learning.

Course Pre-Requisites (if applicable):
INTR 2340.

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	Advocate in a professional manner for supports necessary for the interpreters' process
CLO #2	Seek out and use preparatory materials and research to predict and prepare for an interpretation task
CLO #3	Engage with consumers to determine goals, language use, and to seek and incorporate feedback
CLO #4	Work effectively with a co-interpreter, using pre-, during-, and post- assignment strategies

	Upon successful completion of this course, students will be able to:
CLO #5	Adjust appropriately for working in a simultaneous or consecutive mode, or a combination
CLO #6	Demonstrate ability to work across a wide range of linguistic registers
CLO #7	Use interpreting strategies appropriate for performance/platform/celebration settings
CLO #8	Use interaction management strategies appropriate for small group, interactive settings
CLO #9	Critically evaluate the relative success/effectiveness of an interpretation
CLO #10	Participate in advanced theoretical discussions and reflective seminars conducted in ASL
CLO #11	Reflect on their own interpreting skills and identify focus areas for ongoing development

Instructional Strategies: Lecture/seminars; small group work; simulated interpretation practice; interpretation practice in community, course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Interpreting assignments
Assignments	15	Written analyses
Assignments	25	Self-reflections and goal-setting
Quizzes/Tests	20	
Other	10	Volunteer interpreting log

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 105

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 105

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Interpreting across all linguistic registers and in both language directions

- Formal, large audience settings such as academic lectures, speeches, celebration ceremonies
- Stage settings such as dramatic performances, literary readings
- Small group, interactive settings such as staff or board meetings, workshops
- One-on-one consultative settings such as professional-client or teacher- student discussions
- Informal and intimate settings such as family gatherings, interactions among peers

Working with a co-interpreter

- Strategies for pre-assignment briefing and planning
- Effective contributions to the team whether in the lead or monitor position
- Techniques for turn-taking, requesting and providing feeds
- Strategies for sharing feedback and debriefing post-assignment
- Advocacy, diplomacy and team-building communication strategies

Course Topics:

Advanced, ongoing skill development for producing effective interpretations

- Prediction and preparation
- Representation of co-constructed, contextualized meaning
- Letting go of source language form, prioritizing goals/function Creating target text that is clear and cohesive
- Managing the time constraints of simultaneous interpreting
- Using effective interaction management strategies as possible
- Deciding between, or combining, simultaneous and consecutive mode
- Applying all of the above in both English-to-ASL and ASL-to-English directions

Advanced, ongoing development of ability to analyze and critique interpretations

- Recognizing features of a successful meaning-based interpretation
- Incorporation of feedback from co-interpreters, consumers, mentors and peers
- Self-reflection and identification of focus areas/goals for one's own development

Advanced, ongoing development of professionalism

- Assertive but respectful communication with others
- Ongoing awareness of own's own positionality and related impact
- Advocating for what is needed for the interpreters' process
- Punctuality, reliability, effort, enthusiasm
- Flexibility and patience with self, others, and circumstances
- Discretion, diplomacy, confidentiality

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 SLI Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:36 am

Viewing: **INTR 3150 : Advanced ASL for Interpreters**

Last edit: 05/25/23 11:36 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Advanced American Sign Language for Interpreters

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Advanced ASL for Interpreters

Subject Code: INTR - Interpreting

Course Number: 3150

Year of Study: 3rd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This advanced ASL course for students in the second year of the interpreting program supports their preparedness for their final term of practicum placements. Students will expand their ASL vocabulary and hone their proficiency in applying ASL's visual-spatial techniques to make clear visual sense. Emphasis will be on developing versatility and range in order to participate in contextualized discourse that respects the needs and goals of specific ASL users in specific situations, considering parameters such as setting, topic, register, and user demographics.

Course Pre-Requisites (if applicable):
ASLD 2310.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate fluent, advanced ASL narration skills to: make full, clear use of face and space; use a variety of contextualization and storytelling techniques; construct cohesive narrative discourse with appropriate discourse markers; produce discourse with comfortable prosody and flow; and use a rich, diverse, setting-specific ASL vocabulary, including classifiers
CLO #2	Demonstrate fluent, advanced ASL dialogue skills to: use and respond to reciprocal signals in conversation; use appropriate interruption and turn-taking techniques; and adjust to particular characteristics of ASL user, topic, setting and situation
CLO #3	Analyze and critique recordings of their own ASL usage

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

CLO #4	Use ASL to engage in advanced analysis and feedback with instructor and peers
CLO #5	Identify their own focus areas for ongoing development and practice
CLO #6	Show versatility in adapting ASL usage to a variety of signed language users' preferences and needs

Instructional Strategies: Lectures, language lab, demonstration/modelling, dialogue and small group conversational practice, course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Quizzes to evaluate receptive ASL skills
Assignments	30	Demonstration of expressive ASL skills
Assignments	30	Assigned dialogues and interaction
Participation	10	Participation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Enhancing effective use of space:

- Setting up referents with clarity and consistency
- Expanding use of bigger signing space in all 3 dimensions
- Fully employing directionality of verbs and movements
- Versatility in using all types of classifiers
- Constructed dialogue and constructed action
- Visual Vernacular and cinematic narrative techniques
- Spatial depiction of timelines and other abstract concepts

Enhancing expressive use of the face:

- Appropriate syntactical and sentence type markers (e.g. with eyebrow movements)
- Versatile range of adverbial functions (e.g. with mouth morphemes)
- Emotional affective components
- Depictions of characterization and personification
- Appropriate shifts in eye gaze location, direction and movement
- Dialogue skills:
 - Understanding and using reciprocal signals in conversation
 - Using closure and context to aid comprehension
 - Discerning when and what type of clarification is needed
 - Appropriate interruption and turn-taking techniques
 - Recognizing and adapting to differences/similarities between self and others that impact co-construction of meaning

Course Topics:

Expanding ASL vocabulary on specific topics:

- Health – individual/family/society, physical/mental/emotional health
- Education – typical academic subject areas in the arts and sciences
- Finances – continuing to increase versatility in ASL number depictions
- Systems - talking about abstract structures of organizations, workplaces, agendas
- Government – levels, departments, functions, processes

Increasing adaptability to diverse ASL users:

- Language use across the ASL-Contact-English continuum
- Variations due to age and language development
- Variations due to intersectional identities, cultural backgrounds
- Variations due to specific settings and situational goals

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

The instructor may select from current curriculum materials and online videos/resources, adapting them for advanced ASL learners.

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 SLI Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:36 am

Viewing: **INTR 3210 : Sign Language Practicum Ready**

Last edit: 05/25/23 11:36 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:50 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Sign Language Interpreting Practicum Readiness

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Sign Language Practicum Ready

Subject Code: INTR - Interpreting

Course Number: 3210

Year of Study: 3rd Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course prepares students for the practicum experiences in their final semester of the sign language interpreting program. Students will be challenged to reflect on their new and prior skills, knowledge and experiences, integrating these with their emerging professional identity.

Course Pre-Requisites (if applicable):
INTR 3110, INTR 3120, INTR 3140, INTR 3150.

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 professional communication
CLO #2	Express preferences and discuss strategies when working in a co-interpreting team
CLO #3	Coordinate and facilitate evaluation meetings including professional mentors and college instructors
CLO #4	Analyze their own areas of strength and challenge, and identify areas for development
CLO #5	Apply an ethical reasoning framework (e.g. Demand Control Schema) in real- world situations
CLO #6	Solicit and apply feedback provided by professional mentors
CLO #7	Determine preparation needed, gather materials/resources, and employ appropriate preparation strategies

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

CLO #8	Express own learning, including successes and struggles, in a written format
CLO #9	Undertake each practicum experience with increasing confidence

Instructional Strategies: Seminars, small group work, guest speakers, course readings/videos

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S	Participation
Field Experience	S	Field experience
Portfolio	S	Capstone portfolio of student's work

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 34.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Online
Seminar

Hours in Category 1: 34.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Professional Skills

- Expectations of the college, practicum site and mentors
- Navigating professional space as a student
- Clear and precise communication
- Working relationships
- Coordinating and facilitating meetings
- Ethical decision making

Feedback

- Attaining feedback and engaging in discussions of the work
- Clarifying and incorporating feedback
- Foundational exercises to support skill development
- Identifying own focus areas and goals for ongoing development

Preparation for work

- Co-interpreting strategies
- Co-interpreting preferences
- Preparation needs
- Preparation strategies

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

Readings as assigned by instructor.

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:37 am

Viewing: **INTR 3220 : Sign Language Practicum 1**

Last edit: 05/25/23 11:36 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:51 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs referencing this course

[180: Sign Language Interpretation Diploma](#)

Course Name: Sign Language Interpreting Practicum 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Sign Language Practicum 1

Subject Code: INTR - Interpreting

Course Number: 3220

Year of Study: 3rd Year Post-secondary

Credits: 4.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This is the first of two field-based, capstone courses providing students with further opportunities to synthesize classroom learning. Under the direction and mentorship of professional interpreter practitioners as they work in the field, students will be challenged to apply, integrate and reflect upon their own development of practical interpreting skills and professional readiness. Students will further examine their personal and professional experiences while participating in seminars with their college instructors and classmates.

Course Pre-Requisites (if applicable):

INTR 3110, INTR 3120, INTR 3140, INTR 3150.

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	Communicate effectively with a diverse range of language users, in both American Sign Language (ASL) and English
CLO #2	Simultaneously interpret, with field-ready, meaning-based accuracy, between ASL and spoken English at an entry-level degree of difficulty
CLO #3	Consecutively interpret, with field-ready, meaning-based accuracy, between ASL and spoken English at an entry-level degree of difficulty
CLO #4	Examine and synthesize the application of theory to practice

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

CLO #5	Demonstrate awareness of their own positionality in a variety of settings, conducting self appropriately with culturally and linguistically diverse individuals
CLO #6	Use timely, effective and respectful interpersonal communication with consumers of interpreting services, mentors, colleagues and others
CLO #7	Actively seek and integrate feedback from consumers, mentors, colleagues and others
CLO #8	Discuss and apply the Canadian Association of Sign Language Interpreters' Code of Ethics and Guidelines for Professional Conduct
CLO #9	Use self-care and wellness strategies, including ways to maintain personal boundaries and to manage stress
CLO #10	Identify their own focus areas and set goals for ongoing and future development

Instructional Strategies: Field experience with supervision; seminars.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Site mentor observations
Assignments	S	Interpretation assignments
Other	S	Self-evaluations
Other	S	Reflection activities

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 126

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
 Online
 Seminar

Hours in Category 1: 6

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 120

Course Topics

Course Topics:

The following global ideas guide the design and delivery of this course:

- Interpreting is a complex cognitive task requiring sophisticated language skills and rapid mental processing; interpreters require preparation for successful interpretations.
- Technical proficiency must be balanced with professionalism and sound ethical decision making.
- Recognition of one's own power and privilege in any given situation will assist the practitioner in mitigating their effects.
- Supervised practice interpreting in the field provides opportunities for students to integrate interpreting theory, cultural and linguistic mediation, ethical decision making, and interpersonal skills.
- Reflection, evaluation, and integration of self-critique and collegial feedback form the basis of on-going professional development regarding skills, interpersonal expertise, attitude and other observable behaviours.
- Maintenance of personal wellness is an essential component of an interpreter's practice.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):
 Readings as assigned by the instructor.

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/25/23 11:37 am

Viewing: **INTR 3230 : Sign Language Practicum 2**

Last edit: 05/25/23 11:37 am

Changes proposed by: trowlatt

In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs [180: Sign Language Interpretation Diploma](#) referencing this course

Approval Path

1. 05/31/23 9:00 am
Darija Rabadzija (drabadzija):
Approved for 1951 Leader
2. 05/31/23 7:14 pm
Shirley Lew (slew):
Approved for SAS Dean
3. 06/06/23 4:51 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Course Name:	Sign Language Interpreting Practicum 2
Effective Date:	September 2023
School/Centre:	Arts & Sciences
Department:	Sign Language Studies (1951)
Contact(s)	

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	/

Banner Course Name: Sign Language Practicum 2

Subject Code: INTR - Interpreting

Course Number: 3230

Year of Study: 3rd Year Post-secondary

Credits: 4.5

Bridge College Code
Bridge Billing Hours
Bridge Course Level

Course Description: This is the second of two field-based, capstone courses providing students with further opportunity to synthesize classroom learning. Under the direction and mentorship of professional interpreter practitioners as they work in the field, students will be challenged to apply, integrate and reflect upon their own development of practical interpreting skills and professional readiness. Students will further examine their personal and professional experiences while participating in seminars with their college instructors and classmates.

Course Pre-Requisites (if applicable):
INTR 3220.

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	Communicate effectively with a diverse range of language users, in both American Sign Language (ASL) and English
CLO #2	Simultaneously interpret, with field-ready, meaning-based accuracy, between ASL and spoken English at an entry-level degree of difficulty
CLO #3	Consecutively interpret, with field-ready, meaning-based accuracy, between ASL and spoken English at an entry-level degree of difficulty
CLO #4	Examine and synthesize the application of theory to practice

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

CLO #5	Demonstrate awareness of their own positionality in a variety of settings, conducting self appropriately with culturally and linguistically diverse individuals
CLO #6	Use timely, effective and respectful interpersonal communication with consumers of interpreting services, mentors, colleagues and others
CLO #7	Actively seek and integrate feedback from consumers, mentors, colleagues and others
CLO #8	Discuss and apply the Canadian Association of Sign Language Interpreters' Code of Ethics and Guidelines for Professional Conduct
CLO #9	Use self-care and wellness strategies, including ways to maintain personal boundaries and to manage stress
CLO #10	Identify their own focus areas and set goals for ongoing and future development
CLO #11	Demonstrate increasing levels of responsibility, independence and self-direction
CLO #12	Demonstrate increasing levels of responsibility and self-direction through a developmental learning experience in a series of stages similar to an employment experience

Instructional Strategies: Field experience with supervision and seminars

Strategies:

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S	Site mentor observations
Assignments	S	Interpretation assignments
Other	S	Self-evaluations
Other	S	Reflection activities

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 126

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Online
Seminar

Hours in Category 1: 6

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 120

Course Topics

Course Topics:

The following global ideas guide the design and delivery of this course:

- Interpreting is a complex cognitive task requiring sophisticated language skills and rapid mental processing; interpreters require preparation for successful interpretations.
- Technical proficiency must be balanced with professionalism and sound ethical decision making.
- Recognition of one's own power and privilege in any given situation will assist the practitioner in mitigating their effects.
- Supervised practice interpreting in the field provides opportunities for students to integrate interpreting theory, cultural and linguistic mediation, ethical decision making, and interpersonal skills.
- Reflection, evaluation, and integration of self-critique and collegial feedback form the basis of on-going professional development - regarding skills, interpersonal expertise, attitude and other observable behaviours.
- Maintenance of personal wellness is an essential component of an interpreter's practice.

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

Readings as assigned by instructor.



Sign Language Interpretation Diploma

Program Content Guide

Effective Date: September 2023

Purpose

As Deaf individuals increasingly access education, career and community services, the demand for Sign Language Interpreters is growing across the country. If you are skilled in American Sign Language (ASL), the Diploma in Sign Language Interpretation will prepare you for a dynamic career in a rapidly expanding field.

You will learn how to facilitate communication between hearing people and Deaf or hard of hearing people in a variety of settings. Upon program completion you will be able to provide meaning-based interpretation, to communicate well in ASL and in spoken English, to understand and adhere to Deaf cultural norms when required, to act ethically, to work collaboratively with others, and to use appropriate business skills.

This sign language interpreter program emphasizes practical experience and community work, giving you many opportunities to practice what you are learning. You will complete three one-month practicum placements during your final term, where you will be mentored by professional interpreters in their work settings.

Admission Requirements

- Successful completion of ENGL 1100, or equivalent
- Successful completion of the [ASL and Deaf Studies Certificate](#), or equivalent
- Proficiency in American Sign Language (ASL) and English, and an understanding of the Deaf community, Deaf culture, and the field of Sign Language interpreting, as demonstrated during the screening and selection process

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 taught full-time over two years. The maximum time for completion is seven years.

Program Learning Outcomes

Graduates of the Program of Sign Language Interpretation will be able to demonstrate: Meaning-based Interpreting; Versatility in ASL; Versatility in English; Cultural Competence in Deafhood; Awareness of Self and Positionality; Professional Communication and Collaboration; Ethical Decision Making; and Commitment to Learning and Growth.

Meaning-based Interpreting – *The INTR graduate is able to:*

- Apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others
- Identify the goals of the setting and of each speaker/signer
- Attend to the source message, screening out external distractions (e.g. auditory or visual noise) and internal distractions (e.g. fatigue or personal disagreement)
- Analyze the source message, considering contextual, cultural, linguistic and paralinguistic factors
- Identify content that is explicitly stated and/or implied as well as the intent and affective components
- Drop source language form and construct meaning
- Create a target language message, applying contextual, cultural, linguistic and paralinguistic features of the target language
- Produce a target language message that conveys the constructed meaning and intent, maintaining the cohesiveness of the interpreted discourse
- Monitor one's own interpreting performance and make corrections as needed
- Use effective interaction management strategies such as deciding when/how to interject

- Make appropriate decisions regarding the use of consecutive and/or simultaneous interpreting modes
- Co-interpret effectively during teamed interpreting assignments
- Adapt signed message output across the spectrum of ASL and Contact Sign Varieties in order to meet the linguistic needs of a variety of consumers
- Critically analyze the effectiveness of interpretations by self and others
- Demonstrate knowledge of interpretation theories and their implications for the work of interpreters

Versatility in ASL – *The INTR graduate is able to:*

- Comprehend and fluently produce grammatically correct ASL discourse on a wide variety of topics and across the range of linguistic registers
- Communicate comfortably in ASL with users of all ages
- Communicate effectively in ASL in one-on-one exchanges, small interactive groups, and large audience settings
- Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard of hearing, and Deaf-Blind people.

Versatility in English – *The INTR graduate is able to:*

- Comprehend and fluently produce grammatically correct English discourse on a wide variety of topics and across the range of linguistic registers
- Communicate comfortably in spoken English with users of all ages
- Communicate effectively in English in one-on-one exchanges, small interactive groups, and large audience settings
- Comprehend and produce written English at a college undergraduate level

Cultural Competence in Deafhood – *The INTR graduate is able to:*

- Interact socially in the Deaf community, in a range of contexts and settings, appropriately adhering to norms for social interaction and exhibiting cultural sensitivity
- Demonstrate respect for the values, history, traditions and goals of the Deaf community
- Interact with individuals who are Deaf-Blind in culturally appropriate ways
- Make appropriate decisions about one's own social interactions and language use when in a culturally mixed group of Deaf and non-Deaf people
- Apply the value of reciprocity to interactions with the Deaf community
- Apply a schema for Deaf-related local, regional, national and international organizations
- Demonstrate respect for the diversity of identities, experiences and pathways into Deafhood

Awareness of Self and Positionality – *The INTR graduate is able to:*

- Recognize one's own intersectionality, power, privilege and potential for bias
- Apply a schema for the systemic effects of audism on Deaf people's access and inclusion
- Exhibit developing allyship, working collectively in support of the Deaf community's goals
- Use effective strategies for maintaining wellness and balance in one's own physical, mental, emotional and spiritual health
- Use effective time management strategies
- Recognize stress and implement effective strategies to manage it
- Be aware of and respectful of one's own limitations and needs
- Establish effective personal and professional support networks

Professional Communication and Collaboration – *The INTR graduate is able to:*

- Use effective, respectful and timely interpersonal communication strategies
- Be well prepared, reliable and on time
- Seek out and utilize preparation resources for interpreting assignments

- Present self with professional demeanour and attire appropriate for the setting
- Understand power dynamics in professional relationships and work effectively within systems
- Engage in constructive feedback discussions, pre/post-brief consultations, and shared analyses
- Contribute positively to effective teamwork
- Follow standards of practice related to negotiating fees and contracts, self-marketing, invoicing and accounting
- Communicate effectively in standard written business English
- Use social media in a judicious and responsible manner

Ethical Decision Making – *The INTR graduate is able to:*

- Apply the values and guiding principles of the *Code of Ethics and Guidelines for Professional Conduct* of the Westcoast Association of Visual Language Interpreters (WAVLI) and Canadian Association of Sign Language Interpreters (CASLI)
- Understand and uphold Occupational Title Protection and its purpose(s)
- Apply effective decision-making processes consistent with theoretical models
- Apply relevant laws, regulations and workplace policies to professional decisions
- Think critically, act responsibly and be accountable when making decisions
- Actively honour diversity and respect the autonomy of others
- Act professionally in relationships with consumers, colleagues and others, maintaining appropriate boundaries
- Articulate a personalized professional philosophy related to working as an interpreter
- Demonstrate conscientiousness in managing the power inherent in the role of an interpreter

Commitment to Learning and Growth – *The INTR graduate is able to:*

- Reflect regularly on one's own practice and professional development
- Set practical goals for continuing to build interpreting skills and achieve higher credentials
- Outline a personal plan for ongoing education and growth as a socially conscious interpreter
- Seek learning opportunities and feedback from consumers, mentors and peers
- Maintain membership in interpreting associations and contribute actively to the professional community of practice

Instructional Strategies, Design, and Delivery Mode

This program provides high quality instruction, unique curriculum and varied learning activities. Key features of the program include Deaf community involvement and one full term of practicum. Students are required to complete volunteer hours, immersion activities in the Deaf community (for example, camps lasting several days) and supervised work placements. Course topics in the program include interpreting theory and practice, advanced ASL, service learning, allyship and positionality, Deafhood, professional ethics and standards of practice, among others.

In summary, the interpreting program consists of the following:

Year One:

- Fall term with full course load plus service learning in the community.
- Winter term with full course load plus volunteer interpreting in the community.
- Summer term (May & June) includes two courses plus continued community involvement.

Year Two:

- Fall term with full course load plus volunteer interpreting in the community.

- Winter/spring term (Jan to May) including three 4-week practicum placements.
- Capstone week – submission of portfolio and demonstrations of readiness to graduate.

Evaluation of Student Learning

Students are evaluated on their performance on practical assignments, special projects, written assignments, oral presentations, and tests.

Before graduation, students will demonstrate the skills and readiness to enter the interpreting field by compiling a capstone portfolio showcasing their achievements. During a capstone week at the end of the program, students will perform interpretations and presentations, and be assessed by members of the Deaf community, professional interpreters and program faculty.

Students must have a minimum cumulative grade point average of 'B plus' (3.33) upon completion of all program courses to graduate, and a minimum program term grade point average of 'B plus' (3.33) to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

- Excellent interpersonal skills and ability to communicate assertively
- Ability to mentally process information very quickly
- Fluency and versatility in ASL and English (spoken and written)
- Empathy and respect for people of diverse identities and experiences
- Awareness of your positionality, power and privilege
- Flexibility and adaptability
- Self-care strategies for maintaining physical, mental and emotional health
- Determination, perseverance and ability to follow through

Courses

Course #	Course Name	Credits
INTR 2100	Positionality in the Deaf Community	2.5
INTR 2120	Foundations of Practice 1	3.0
INTR 2140	Interpretation Theory and Practice 1: Translation	3.0
INTR 2150	Deaf Community Service Learning 1	2.5
ASLD 2180	American Sign Language Level 8	3.0
INTR 2210	Ethics & Professional Decision Making	2.5
INTR 2220	Foundations of Practice 2	2.0
INTR 2240	Interpretation Theory and Practice 2	3.0
INTR 2250	Deaf Community Service Learning 2	2.5
INTR 2260	Deafhood: Pathways to Identity & Diversity	2.5
ASLD 2290	American Sign Language Level 9	3.0
INTR 2340	Interpretation Theory and Practice 3: Community	3.0
ASLD 2310	American Sign Language Level 10	3.0
INTR 3110	Self and Community of Practice	3.0
INTR 3120	Sign Language Interpretation in Educational Settings	3.0
INTR 3140	Interpretation Theory and Practice 4	5.0
INTR 3150	Advanced American Sign Language for Interpreters	3.0
INTR 3210	Sign Language Interpreting Practicum Readiness	1.5
INTR 3220	Sign Language Interpreting Practicum 1	4.5
INTR 3230	Sign Language Interpreting Practicum 2	4.5

Total Program Credits: 60.0

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

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: <http://www.vcc.ca/about/governance--policies/policies/>



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: Addition of Independent Studies course and related changes to Provincial Instructors Diploma and Train the Trainer Short Certificate programs

BACKGROUND:

The School of Instructor Education (SIE) is proposing a series of changes to the Provincial Instructors Diploma (PID) program and the Train the Trainer Short Certificate:

- Clarify the length of time students have to complete the PID. Students in the program sometimes do not register in a course for a year or more but are allowed to continue as long as they complete within five years. The Registrar's Office typically deactivates students after a year; the new program content guide (PCG) language clarifies that students are allowed to continue without re-applying.
- Adding a new course as an elective: PIDP 3401 PID Independent Studies. Students can take this course to focus on areas of interest to their own development as instructors. The course can be taken multiple times for credit for different areas of interest (up to 3 credits)
- Increase the maximum allowable credits available through Prior Learning Assessment and Recognition (PLAR) from 12 to 15 credits.
- List PIDP 3320 Facilitating Learning Online Fundamentals (taught online) and PIDP 3220 Delivery of Instruction (taught face to face) as equivalent options in both the PID and Train the Trainer programs. This has been department practice since the pandemic but was not explicitly outlined in the in the PCGs.

DISCUSSION:

Karen Brooke, Department Leader of SIE, presented the proposal. A few additional changes were requested:

- The English Language Proficiency requirement in both programs was changed to English 12 from English 11. This is consistent with other programs in the province, and the Flexible Admissions policy D.3.6.1 allows for alternative options for students with non-traditional backgrounds.
- Removing the reference to the Train the Trainer Short Certificate program in the PID PCG, as there is already a separate PCG for it.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, updates to the program content guides for the Provincial Instructors Diploma Program (PIDP) and the Train the Trainer Short Certificate, and one new course: PIDP 3401 PID Independent Studies.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2023

Program Change Request

Date Submitted: 05/03/23 11:57 am

Viewing: **Provincial Instructor Diploma Program**

Last approved: 03/23/23 9:17 am

Last edit: 05/16/23 4:46 pm

Changes proposed by: kbrooke

Catalog Pages Using [Provincial Instructor Diploma Program](#)
this Program

Program Name: Provincial Instructor Diploma Program
 Credential Level: Diploma
 Effective Date: January ~~2023~~ 2024
 Effective Catalog Edition: 2023-2024 Academic Calendar
 School/Centre: Library, Language, and Teaching & Learning Services
 Department: Provincial Instructor Diploma (1500)
 Contact(s):

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/03/23 12:27 pm
Karen Brooke (kbrooke):
Approved for 1500 Leader
2. 05/04/23 3:40 pm
Tannis Morgan (tmorgan):
Approved for LLTL Dean
3. 05/25/23 3:34 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. May 30, 2018 by Karen Brooke (kbrooke)
3. Dec 14, 2018 by Karen Brooke (kbrooke)
4. Jun 19, 2019 by Karen Brooke (kbrooke)
5. Aug 21, 2019 by Nicole Degagne (ndegagne)
6. Nov 4, 2019 by Nicole Degagne (ndegagne)
7. Mar 9, 2020 by Nicole Degagne (ndegagne)
8. Jun 23, 2020 by Todd Rowlatt (trowlatt)
9. Aug 31, 2020 by Karen Brooke (kbrooke)
10. Aug 31, 2020 by Darija Rabadzija (drabadzija)
11. Feb 11, 2021 by Jacquie Harrison (jharrison)
12. Jun 16, 2021 by Marian Hassett (mhassett)
13. Dec 15, 2021 by Jacquie Harrison (jharrison)
14. Jan 12, 2022 by Darija Rabadzija (drabadzija)
15. Apr 14, 2022 by Todd Rowlatt (trowlatt)
16. Apr 19, 2022 by Darija Rabadzija

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

Program Content Guide

Purpose

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

VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of [Post-Secondary Education and Future Skills](#). ~~Advanced Education, Skills & Training~~. The PIDP is recognized by public and private colleges and institutes.

Admission Requirements

[English language proficiency](#) at an English [12 level, or equivalent](#) ~~11 level~~

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

Prior Learning Assessment & Recognition (PLAR)

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

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

PIDP 3270 Capstone Project

[PIDP 3401 PID Independent Studies](#)

Applying for PLAR:

Identify courses for [which](#) ~~which you will be requesting~~ PLAR [may be requested](#).

Submit the following to the department:

Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents [and required in](#) ~~the~~ course assignments.

An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

A successful interview with the department.

Students may apply for a maximum of [15](#) ~~12~~ program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

To request PLAR, please contact the department directly.

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

[Students may also request transfer credit in accordance with Policy C.1.3 Granting of Credentials. Students are responsible for initiating the transfer credit process by completing a transfer credit request form available from the Registrar's Office. To request transfer credit for course work successfully completed outside the BC transfer system, students will be required to provide detailed course outlines from the year/semester in which the courses were completed, and will need to arrange for official transcripts to be sent from the issuing institution to the Registrar's Office at VCC. For more information on transfer credit processes and requirements, please email \[transfercredit@vcc.ca\]\(mailto:transfercredit@vcc.ca\).](#)

Program Duration & Maximum Time for Completion

30 credits (450 hours)

Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The minimum completion time is ten months. The program must be completed within [5 years](#). ~~years-~~ [Provided the program is completed within 5 years, there are no restrictions on the number of courses per year which must be taken or on the length of any gaps between course registrations.](#)

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
PLO #2	Create positive and engaging learning environments that promote respect for the diversity of learners.
PLO #3	Communicate effectively and work collaboratively in the workplace and in the community.
PLO #4	Act in an ethical and professional manner when working in an adult education setting.
PLO #5	Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

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

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

Evaluation of Student Learning

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

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

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

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

Recommended Characteristics of Students

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

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

Courses

Core Courses (23 credits)		
PIDP 3100	Foundations of Adult Education	3
PIDP 3210	Curriculum Development	3
PIDP 3220 or PIDP 3320	Delivery of Instruction Facilitating Learning Online Fundamentals	2
PIDP 3230	Evaluation of Learning	3
PIDP 3240	Media Enhanced Learning	3
PIDP 3250	Instructional Strategies	3
PIDP 3260	Professional Practice	3
PIDP 3270	Capstone Project	3
Electives (7 credits)		7
Total Credits		30
Electives (7 credits)		
PIDP 3300	Teaching Adults with the Brain in Mind	2
PIDP 3310	Intercultural Competence	1
PIDP 3320 or PIDP 3220	Facilitating Learning Online Fundamentals Delivery of Instruction	2
PIDP 3330	Facilitating Learning Online Design	2
PIDP 3340	Collaborative Learning in the College Classroom	2
PIDP 3350	Supporting Multilingual Learners	2
PIDP 3351	Feedback Strategies	2
PIDP 3401	PID Independent Studies *	<u>1</u>
EDUC 4250	Foundations of Online Teaching and Learning	3
EDUC 4251	Developing and Designing Online Learning	3
EDUC 4252	Facilitation of Online Learning	3
TRAI 3001	Trades Training Fundamentals	1
TRAI 3002	Trades Specific Facilitating Learning	2
TRAI 3003	Trades Specific Assessment and Evaluation	2
TRAI 3004	Trades Specific Student Engagement Techniques	2
Elective in a College level course in an area related to instructional competence**		<u>3</u>

* PIDP 3401 PID Independent Studies is repeatable for credit up to 3 credits.

** **Please note:** Courses can be taken for elective credit up to a maximum of 3 credits. Courses must be at a third or fourth year post-secondary level. Courses taken for elective credit must be approved by the School of Instructor Education.

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

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

Grading Standard

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 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.

Based on conversations with the Registrar's office, more clarity was required around the length of time students have to complete the PIDP. Students in our program sometimes do not register in a course for a year or more, but the School of Instructor Education has allowed them to continue with their program as long as they complete within five years. This may be different from other programs that require returning students to re-register as insert students under a new PCG.

We are also proposing both an open elective and an independent studies course to allow students to focus on areas of interest in their own development as instructors.

We have accepted PIDP 3320 (which is delivered online) as an alternate to 3220 (which must be done face-to-face) since COVID but realized this was not reflected in our PCG.

We would like to increase the maximum allowable credits available through PLAR to 15, but will follow the college policy on maximum transfer credits. The registrar's office suggested wording on the process for obtaining transfer credits.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	suggested wording on program length and one-year 'stop-outs', transfer credits, effective date

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

Program Change Request

Date Submitted: 05/05/23 2:27 pm

Viewing: **Train the Trainer Short Certificate**

Last approved: 03/23/23 10:26 am

Last edit: 05/15/23 12:55 pm

Changes proposed by: drabadzija

Catalog Pages Using [Train the Trainer Short Certificate](#)
this Program

Program Name: Train the Trainer Short Certificate
 Credential Level: Short Certificate
 Effective Date: January ~~2023~~ **2024**
 Effective Catalog Edition: 2023-2024 Academic Calendar
 School/Centre: Library, Language, and Teaching & Learning Services
 Department: Provincial Instructor Diploma (1500)
 Contact(s):

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/05/23 2:48 pm
Karen Brooke (kbrooke):
Approved for 1500 Leader
2. 05/05/23 2:52 pm
Tannis Morgan (tmorgan):
Approved for LLTL Dean
3. 05/25/23 3:34 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 15, 2019 by Karen Brooke (kbrooke)
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Mar 9, 2020 by Nicole Degagne (ndegagne)
4. Jun 23, 2020 by Todd Rowlatt (trowlatt)
5. Aug 31, 2020 by Karen Brooke (kbrooke)
6. Aug 31, 2020 by Darija Rabadzija (drabadzija)
7. Feb 16, 2022 by Nicole Degagne (ndegagne)
8. Apr 14, 2022 by Todd Rowlatt (trowlatt)
9. Apr 19, 2022 by Darija Rabadzija (drabadzija)
10. Apr 20, 2022 by Darija Rabadzija (drabadzija)
11. Mar 23, 2023 by Darija Rabadzija (drabadzija)

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

Program Content Guide

Purpose

The Train the Trainer Short Certificate (TTSC) provides students with the foundational knowledge, skills, and attitudes needed to instruct adults needed to plan, deliver, and evaluate learning.

English language proficiency at an English 12 level, or equivalent 11 level

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

Prior Learning Assessment & Recognition (PLAR)

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

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

Applying for PLAR:

~~PIDP 3220 Delivery of Instruction—Applying for PLAR:~~ Identify courses for which ~~you will be requesting~~ PLAR may be requested.

Submit the following to the department:

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

-An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

-A successful interview with the department.

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

To request PLAR, please contact the department directly.

See the D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Students may also request transfer credit in accordance with Policy C.1.3. Students are responsible for initiating the transfer credit process by completing a transfer credit request form available from the Registrar's Office. To request transfer credit for coursework successfully completed outside the BC transfer system, students will be required to provide detailed course outlines from the year/semester in which the courses were completed, and will need to arrange for official transcripts to be sent from the issuing institution to the Registrar's Office at VCC. For more information on transfer credit processes and requirements, please email transfercredit@vcc.ca.

~~See the D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.~~

Program Duration & Maximum Time for Completion

8 credits (120 hours)

Completion time will vary depending on individual circumstances. The program is designed to allow for flexibility, and may be completed at an accelerated pace.

The program must be completed within 3 years.

Program Learning

Outcomes

Upon successful completion of this program, graduates will be able to:	
PLO #1	Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
PLO #2	Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.
PLO #3	Act in an ethical and professional manner when working in an adult education setting.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

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

Courses may be offered in online, face-to-face, and blended formats. PIDP 3220 must be taken face-to-face.

Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of 'C' in PIDP 3210 and PIDP 3230, and S in PIDP 3220 or PIDP 3320 in order to be awarded the Train the Trainer Short Certificate.

Recommended Characteristics of Students

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

a willingness to participate in a wide variety of instructional strategies, both face-to-face and online

basic computer skills

the ability to work independently and with others

Courses

<u>PIDP 3210</u>	Curriculum Development	3
<u>PIDP 3220</u>	Delivery of Instruction	2
<u>or PIDP 3320</u>	Facilitating Learning Online Fundamentals	
<u>PIDP 3230</u>	Evaluation of Learning	3
Total Credits		8

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

Grading Standard

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 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. We have accepted PIDP 3320 (which is delivered online) as an alternate to 3220 (which must be done face-to-face) since COVID but realized this was not reflected in our PCG.

See proposal for PIDP.

Are there any expected costs to this proposal.

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:

Marketing Description

Learn the latest approaches in curriculum development, instruction, and reflective evaluation for teachers in adult-learning environments.

What you will learn

What to expect

Course Change Request

New Course Proposal

Date Submitted: 05/03/23 11:40 am

Viewing: **PIDP 3401 : Independent Studies**

Last edit: 05/16/23 4:53 pm

Changes proposed by: kbrooke

In Workflow

1. 1500 Leader
2. LLTL Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [82: Provincial Instructor Diploma Program](#)

Approval Path

1. 05/03/23 12:27 pm
Karen Brooke (kbrooke): Approved for 1500 Leader
2. 05/04/23 3:39 pm
Tannis Morgan (tmorgan): Approved for LLTL Dean
3. 05/25/23 3:34 pm
Todd Rowlett (trowlett): Approved for Curriculum Committee

Course Name: PID Independent Studies
 Effective Date: January 2024
 School/Centre: Library, Language, and Teaching & Learning Services
 Department: Provincial Instructor Diploma (1500)
 Contact(s):

Name	E-mail	Phone/Ext.
Jacque Harrison	jharrison@vcc.ca	604-8717514

Banner Course Name: Independent Studies
 Subject Code: PIDP - Provincial Instructor Diploma
 Course Number: 3401
 Year of Study: 3rd Year Post-secondary
 Credits: 1

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course provides the opportunity for students to deepen their understanding of a topic of interest in adult education related to their own field, professional development or work experience. Students will propose and carry out an individual research or field-based activity. As part of the proposal, students will write their own learning outcomes and assessment plan. The nature and scope of the project will be negotiated with the instructor.
 PIDP 3401 is repeatable for credit.

Course Pre-Requisites (if applicable): PIDP 3100, PIDP 3210, PIDP 3230, PIDP 3240, PIDP 3250, PIDP 3260.

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	Propose a learning activity, including learning outcomes and assessment plan, to deepen understanding of personally relevant area of interest.
CLO #2	Carry out a learning activity that aligns outcomes and evaluation plan.
CLO #3	Reflect on experience to change future practice

Instructional Strategies: Independent study

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Proposal of learning activity including objectives, evaluation plan and timeline
Assignments	30	Submission of deliverables as determined by student's project proposal
Assignments	35	Reflection on learning

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Individual Learning

Hours in Category 3: 45

Course Topics

Course Topics:

As determined by student

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?

Yes

Provide a rationale for this proposal:

Students in the Provincial Diploma Program represent many fields in adult education including post-secondary studies, human resource training, workplace learning, staff training and development, and community-based education programming. Roles in these fields include instructors, professors, program and curriculum developers, administrators, trainers, and advisors. This proposed independent studies courses allows students to deepen their understanding of a topic that is related to their field, professional development and work experience.

The PIDP is 30 credit program with 7 credits of electives. This 1 credit course complements our current elective offerings of mostly 2 and 3 credit courses.

The nature and scope of the project is determined by the student and negotiated with the instructor. The scope of the learning activity will be a minimum of 45 hours. Students who have successfully completed this course will be able to repeat the course if they have more than one project proposal.

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

No

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	emailed Francesco
Department Support Staff	emailed department support staff
Faculty/Department	emailed

Consulted Areas	Consultation Comments
Library	emailed Alicia Copp
Registrar's Office	emailed Dawn Cunningham-Hall

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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: 9421

[Preview Bridge](#)



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: Revisions to Trades Instructor Short Certificate Program

BACKGROUND:

The School of Instructor Education (SIE) is proposing changes to the Trades Instructor Short Certificate. The Industry Training Authority (ITA) has recently changed its name to Skilled Trades BC, and references to the name of the organization were removed to avoid having to update curriculum documents should the name change again in the future. In addition, the department has delivered this program internationally and would like to include other trades organizations outside of BC.

As part of this update, the name of course TRAI 3001 ITA Fundamentals is proposed to change to "Trades Training Fundamentals." This change will take effect as of May 2024 to avoid a potential impact of the course name change on the Future Skills Grant for this course. Course learning outcomes were also adjusted to better reflect the content of the course.

DISCUSSION:

Karen Brooke, Department Leader of SIE, presented the proposal. An additional change was requested:

- The English Language Proficiency requirement was changed to English 12 from English 11. This is consistent with other programs in the province, and the Flexible Admissions policy D.3.6.1 allows for alternative options for students with non-traditional backgrounds.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, updates to the program content guide for the Trades Instructor Short Certificate and revisions to course TRAI 3001 Trades Training Fundamentals, including a course name change.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2023

Program Change Request

Date Submitted: 05/03/23 11:59 am

Viewing: **Trades Instructor Short Certificate**

Last approved: 03/23/23 10:20 am

Last edit: 05/15/23 12:56 pm

Changes proposed by: kbrooke

Catalog Pages Using [Trades Instructor Short Certificate](#)
this Program

Program Name: Trades Instructor Short Certificate
 Credential Level: Short Certificate
 Effective Date: [May 2024](#) ~~January 2023~~
 Effective Catalog Edition: 2023-2024 Academic Calendar
 School/Centre: Library, Language, and Teaching & Learning Services
 Department: Provincial Instructor Diploma (1500)
 Contact(s)

In Workflow

1. 1500 Leader
2. LLTL Dean
3. Curriculum Committee
4. Education Council

Approval Path

1. 05/03/23 12:27 pm
Karen Brooke (kbrooke):
Approved for 1500 Leader
2. 05/04/23 3:38 pm
Tannis Morgan (tmorgan):
Approved for LLTL Dean
3. 05/25/23 3:39 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jan 9, 2019 by Karen Brooke (kbrooke)
2. Jun 19, 2019 by Karen Brooke (kbrooke)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Mar 9, 2020 by Nicole Degagne (ndegagne)
5. Jun 23, 2020 by Todd Rowlatt (trowlatt)
6. Aug 31, 2020 by Karen Brooke (kbrooke)
7. Aug 31, 2020 by Darija Rabadzija (drabadzija)
8. Apr 14, 2022 by Todd Rowlatt (trowlatt)
9. Apr 19, 2022 by Darija Rabadzija (drabadzija)
10. Apr 20, 2022 by Darija Rabadzija (drabadzija)
11. Mar 23, 2023 by Darija Rabadzija (drabadzija)

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

Program Content Guide

Purpose

This short certificate will address the unique needs of being a trades/vocational instructor. Various teaching and learning methodologies and philosophical approaches in the delivery of vocational and apprenticeship training will be addressed with a focus on the methodologies and documents of [trades training organizations](#), [the Industry Training Authority \(ITA\)](#). The certificate will be of interest to current and potential instructors who want to develop their skills in teaching in vocational and trades training contexts.

Admission Requirements

[English language proficiency](#) at an English [12 level, or equivalent](#) ~~11 level~~

Applicants will be required to have:

Trade certification *and* be currently teaching or preparing to teach in a vocational setting, *or*

Receive departmental approval

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in this program.

Applying for PLAR:

Identify courses for which ~~you will be requesting~~ PLAR [may be requested](#).

Submit the following to the department:

Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents [and required in the](#) course assignments.

An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

A successful interview with the department.

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

To request PLAR, please contact the department directly.

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

[Students may also request transfer credit in accordance with Policy C.1.3 Granting of Credentials. Students are responsible for initiating the transfer credit process by completing a transfer credit request form available from the Registrar's Office. To request transfer credit for coursework successfully completed outside the BC transfer system, students will be required to provide detailed course outlines from the year/semester in which the courses were completed, and will need to arrange for official transcripts to be sent from the issuing institution to the Registrar's Office at VCC. For more information on transfer credit processes and requirements, please email \[transfercredit@vcc.ca\]\(mailto:transfercredit@vcc.ca\).](#)

Program Duration & Maximum Time for Completion

7 credits (105 hours)

Completion time will vary depending on individual circumstances. The program is designed to allow for flexibility, and may be completed at an accelerated pace.

The program must be completed within 3 years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Design, deliver and evaluate adult learning and teaching reflecting various vocational instructional approaches.
PLO #2	Create and manage a positive and engaging vocational learning environment that promotes respect for the diversity of learners.
PLO #3	Act in an ethical and professional manner when working in an adult vocational education setting.
PLO #4	Integrate critical reflection and self-regulated learning into personal and instructional practices.
PLO #5	Demonstrate and promote critical thinking skills as a professional.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, case studies.

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

Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course.

Students must achieve a grade of "S" in every course to be awarded the credential.

Upon successful completion of this program, the student will receive a Trades Instructor Short Certificate.

Recommended Characteristics of Students

Students should have:

a willingness to participate in a wide variety of instructional strategies, both face-to-face and online

the ability to work independently and with others

Courses

[TRAI 3001](#)

Trades Training Fundamentals

TRAJ3002	Trades Specific Facilitating Learning	2
TRAJ3003	Trades Specific Assessment and Evaluation	2
TRAJ3004	Trades Specific Student Engagement Techniques	2
Total Credits		7
Transcript of Achievement		

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

Grading Standard

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

The Industry Training Authority (ITA) has recently changed its name to Skilled Trades BC. We would like to remove references to the name of the organization so that we do not have to change our course outlines and PCG if the name is changed again. Also, we have delivered this program internationally, so we want to be able to include trades organizations outside of BC.

Are there any expected costs to this proposal.

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:

Marketing Description

Learn the latest techniques, methodologies, and approaches to teaching in vocational and trades training contexts.

Course Change Request

Date Submitted: 05/03/23 11:47 am

Viewing: **TRAI 3001 : Trades Training ~~ITA~~ Fundamentals**

Last approved: 04/20/22 5:12 am

Last edit: 05/15/23 9:46 am

Changes proposed by: kbrooke

In Workflow

1. 1531 Leader
2. LLTL Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course
[125: Trades Instructor Short Certificate](#)
[82: Provincial Instructor Diploma Program](#)

Approval Path

1. 05/03/23 12:21 pm
Karen Brooke (kbrooke): Approved for 1531 Leader
2. 05/04/23 3:36 pm
Tannis Morgan (tmorgan): Approved for LLTL Dean
3. 05/25/23 3:39 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Trades ~~Industry~~ Training ~~Authority~~ Fundamentals
 Effective Date: May 2024
 School/Centre: Library, Language, and Teaching & Learning Services
 Is this a non-credit course?
 Department: Trades Instructor Education (1531)
 Contact(s)

History

1. Jul 30, 2019 by Karen Brooke (kbrooke)
2. Mar 4, 2020 by Nicole Degagne (ndegagne)
3. Nov 23, 2021 by Darija Rabadzija (drabadzija)
4. Apr 20, 2022 by Darija Rabadzija (drabadzija)

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

Banner Course Name: Trades Training ~~ITA~~ Fundamentals

Subject Code: TRAI - Trades Instructor Education

Course Number: 3001

Year of Study: 3rd Year Post-secondary

Credits: 1

Bridge College Code: LI
 Bridge Billing Hours: 1
 Bridge Course Level: 01

Course Description: The Trades ~~Industry~~ Training ~~Authority~~ (ITA) Fundamentals course provides an overview of the methodologies, documents, ITA's methodologies and documents and the roles role of trades training organizations, the ITA. The focus of the course will be on how apprenticeship training is created, maintained and supported. This overview will provide greater insight into the trainer's trainers role in implementing ITA training material produced by training organizations, material.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

- Details of PLAR:
1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to course assignments.
 2. A successful interview with the SIE Department Leader or delegate.
 3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	<u>Explore the documentation creation process to develop trades training material.</u> Describe the role of ITA in managing trades training.
CLO #2	<u>Classify knowledge and skills competency verbs by taxonomy and level.</u> Explain the process and documents created in developing training material.
CLO #3	<u>Apply alignment principles to select both instructional and assessment strategies.</u> Explain the three levels used to classify knowledge and skills
CLO #4	<u>Explain the allocation relationship between practical and theory in trades training.</u> Classify the verbs used to designate competency required.
CLO #5	Explain the importance of alignment in creating valid and reliable assessments.

Instructional Strategies: Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, discussions, group work, online activities, and self directed learning.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: 61

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Presentation
Assignments	35	Group Project
Exam	30	Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: [Lecture](#)
[Online](#)
[Seminar](#)

Hours in Category 1: 15

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Apprenticeship Training
Stakeholders
Course Design
Methodologies
Domains of learning
Competency verbs
Alignment
Assessment of learning
Evaluation Criteria

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

Rationale and Consultations

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

No

Is this the primary proposal?

Primary Proposal

Provide a rationale for this proposal:

The Industry Training Authority (ITA) has recently changed its name to Skilled Trades BC. We would like to remove references to the name of the organization so that we do not have to change our course outlines and PCG if the name is changed again. Also, we have delivered this program internationally, so we want to be able to include trades organizations outside of BC.

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: Revisions to Heavy Mechanical Technology Diploma program

BACKGROUND:

The Heavy Duty/Commercial Transport department is proposing changes to the Heavy Mechanical Technology Diploma program. This program was developed for international students and was run once at Annacis Island before the program area moved back to the Broadway campus. Based on feedback from the Registrar's Office, the program has been restructured from 60 one-week courses to 18 courses over four terms; the content of the courses has been re-organized but remains the same. This change will benefit both students and the department, as the time pressure of short one-week courses was intense and at times challenging to work around.

DISCUSSION:

Brendan Frith, department head, and Alan Kelly, program instructor, presented the changes. A few additional discussions took place:

- The Registrar's Office suggested removing "International Cohort" from the program title, as this is not a naming convention VCC follows anymore. After discussion with the International Education Department, it was agreed to remove it, with the understanding that the program will still be marketed only to international students. Domestic students have access to a more affordable certificate program recognized by SkilledTradesBC. Recognition of the diploma by SkilledTradesBC will be sought once the curriculum is approved by Education Council.
- The English language requirement was changed back to English 10 – it had been changed to English 11 in error.
- The committee asked about how communication skills are layered in the program; only some courses have communications-related learning outcomes. The Committee asked whether there should be one course focused specifically on communication. The department does not feel a separate communications course would work for the program, as communication in their field depends on the hands-on and technical context related to various industry areas, which are covered in different courses.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Heavy Mechanical Technology Diploma program content guide, including a program name change, and 18 new course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2023

Program Change Request

Date Submitted: 04/28/23 4:08 pm

Viewing: **Heavy Mechanical Technology Diploma (~~International Cohort~~)**

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

Last edit: 05/16/23 5:08 pm

Changes proposed by: fbarillaro

In Workflow

1. **4305 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 01/03/23 10:29 am
Brendan Frith
(bfrith): Approved for 4305 Leader
2. 01/09/23 5:00 pm
Lucy Griffith
(lgriffith): Rollback to 4305 Leader for CTT Dean
3. 02/08/23 6:39 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
4. 02/09/23 9:46 am
Lucy Griffith
(lgriffith): Approved for CTT Dean
5. 02/23/23 1:20 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
6. 05/02/23 3:46 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
7. 05/02/23 4:14 pm
Lucy Griffith
(lgriffith): Approved for CTT Dean
8. 05/25/23 2:51 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

History

1. Jan 9, 2019 by Feras Ghesen (fghesen)
2. Feb 4, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)

Catalog Pages Using [Heavy Mechanical Technology Diploma \(International Cohort\)](#)
this Program

Program Name: Heavy Mechanical Technology Diploma (~~International Cohort~~)

Credential Level: Diploma

Effective Date: May ~~2019~~ 2024

Effective Catalog Edition: 2021-2022 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith Rick Cyr	bfrith@vcc.ca rcyr@vcc.ca	7394 7102
Toby Griffith	tgriffith@vcc.ca	<u>0</u>

Program Content Guide

Purpose

This program is designed for people who wish to obtain employment in the Mechanical Trades Industry as Heavy Duty Equipment Technicians, Truck and Transport Mechanics, Diesel Engine Mechanics, or Transport Trailer Technicians.

Heavy Duty Equipment Technicians typically work on industrial and construction vehicles, such as mining trucks and bulldozers, and on heavy equipment used in construction, forestry, materials handling, landscaping, and land clearing in a safe and environmentally sound ~~manner.~~ ~~Truck and Transport Mechanics diagnose, repair, and service highway buses and trucks.~~ Truck and Transport Mechanics diagnose, repair, and service highway buses and trucks. They work for commercial transport vehicle dealers, garages, and service stations. Diesel Engine Mechanics install, repair, and maintain all internal combustion diesel engines and components used in transport, construction, and marine industries. Transport Trailer Technicians maintain, rebuild, overhaul, recondition, complete diagnostic troubleshooting for, and repair commercial truck trailers.

Upon successful completion of this program, students may be eligible to write SkilledTradesBC ~~Industry Training Authority~~ standardized examinations.

Through practical experience, successful students will be able to integrate the theoretical knowledge gained in the classroom with practical experience of the workplace.

Admission Requirements

Knowledge of English demonstrated by one of the following:

Composition 10 (English 10) or equivalent. ~~or~~

English Language Proficiency at an English 10 level

~~English 10 with a C or Academic IELTS 5.0 (no band less than 4.5) or TOEFL iBT 60 or equivalent~~ Students must possess a high school graduation certificate or equivalent Workplace Math 10 or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This full-time program is two years in duration delivered over four terms, and must be completed within 5 years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
<u>PLO #1</u>	<u>Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards</u>
<u>PLO #2</u>	<u>Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards</u>
<u>PLO #3</u>	<u>Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment</u>
<u>PLO #4</u>	<u>Conduct themselves in a professional and ethical manner consistent with industry standards</u>
<u>PLO #5</u>	<u>Work effectively as a team member</u>
<u>PLO #6</u>	<u>Communicate effectively and work in a culturally diverse environment</u>

Additional PLO Information

~~Upon completion of this program, graduates will be able to: Apply the skills and knowledge necessary to perform at first-year apprentice level of heavy duty equipment technician, truck and transport mechanics, diesel engine mechanic and transport trailer technician to provincial standards; Evaluate completed repairs for consistency, accuracy, and quality according to industry specifications and standards; Adhere to industry health and safety standards in the repair and reconditioning of heavy duty and commercial transport equipment; Practice professional etiquette and personal hygiene; Work effectively as a team member. Communicate effectively and work in a culturally diverse environment.~~

Instructional Strategies, Design, and Delivery Mode

The Heavy Mechanical Technology diploma provides a wide range of opportunities for student learning in classroom, shop, and workplace settings. In addition to hands-on practical experience at VCC's own state-of-the-art heavy mechanical and commercial transport facility, instructional activities such as lectures, demonstrations, group work, peer assessment, and project-based learning strategies are used throughout the program. Students progress through courses in four terms, each course requires successful completion for overall completion of the program.

Evaluation of Student Learning

Evaluation involves a combination of assessments: practical assignments, projects, theory exam, and/or practical exam.

Students must complete all courses with a minimum grade of 70%, consistent with SkilledTradesBC standards, ~~ITA standards.~~

Students will be given the program's Attendance procedures on the first day of the program. Attendance plays ~~Each week is a new course, and attendance has a~~ major role in student success.

This is a very intensive program with a 3 day week, which makes attendance vital, as each day is treated as 33.3% of the week.

Given the industrial nature of this program, professional and safe work practice is critical. A student may be withdrawn from the program for safety concerns and/or an inability to meet professional practice standards due to a failure to meet attendance requirements.

Personal hygiene, grooming and appearance acceptable to a service industry;
 Good hand dexterity for operating equipment and machines;
~~Command of oral and written English; Ability to understand and follow oral and written instruction;~~ Good general health and respiratory condition;
 Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;
 Ability to tolerate noise and vibration;
 Mechanical aptitude and interest;
 Good hand-eye coordination;
 Good eyesight and colour vision;
 Good line, form, and depth perception.

Courses

Plan of Study Grid

Term One	Credits
<u>HMTD 1100 Occupational Skills</u>	<u>5</u>
<u>HMTD 1120 Shop Tooling and Equipment</u>	<u>2</u>
<u>HMTD 1125 Lubricants, Bearings and Equipment Operation</u>	<u>3</u>
<u>HMTD 1130 Machine Structure</u>	<u>3</u>
<u>HMTD 1135 Truck Structure</u>	<u>3</u>
Credits	16
Term Two	
<u>HMTD 1200 Mobile Hydraulic Systems</u>	<u>4</u>
<u>HMTD 1220 Batteries and Electricity Fundamentals</u>	<u>4</u>
<u>HMTD 1230 Machine Electrical</u>	<u>4</u>
<u>HMTD 1240 Heavy Mechanical Steering Systems</u>	<u>3</u>
Credits	15
Term Three	
<u>HMTD 2120 Heavy Mechanical Hydraulic Brake Systems</u>	<u>3</u>
<u>HMTD 2125 Heavy Mechanical Air Brake Systems</u>	<u>3</u>
<u>HMTD 2130 Heating and Air Conditioning</u>	<u>2</u>
<u>HMTD 2140 Trailers and Engine Support</u>	<u>3</u>
<u>HMTD 2145 Powertrain</u>	<u>3</u>
Credits	14
Term Four	
<u>HMTD 2200 Powertrain Diagnostics, Service & Repair</u>	<u>5</u>
<u>HMTD 2220 Electrical Systems and Components</u>	<u>3</u>
<u>HMTD 2225 Electronics and Electronic Components</u>	<u>3</u>
<u>HMTD 2230 Light Duty Vehicle</u>	<u>4</u>
Credits	15
Total Credits	60

HMTD-1101	Workplace Safety & Preparatory Skills	±
HMTD-1102	Oxy-Acetylene Welding & Cutting	±
HMTD-1103	Electric Welding & Cutting	±
HMTD-1104	HMT Tools & Equipment 1	±
HMTD-1105	HMT Tools & Equipment 2	±
HMTD-1106	Fittings & Fasteners	±
HMTD-1107	Truck & Machine Operation 1	±
HMTD-1108	Truck & Machine Operation 2	±
HMTD-1109	Lubricants & Bearings	±
HMTD-1110	Math, Physics & Worksafe Requirements for HMT	±
HMTD-1111	Final Drives & Undercarriage 1	±
HMTD-1112	Final Drives & Undercarriage 2	±
HMTD-1113	Frames & Suspension	±
HMTD-1114	Tires, Wheels & Hubs	±
HMTD-1115	Workplace Skills 1	±
HMTD-1201	Hydraulic Systems 1	±
HMTD-1202	Hydraulic Systems 2	±
HMTD-1203	Hydraulic Systems 3	±
HMTD-1204	Hydraulic Systems 4	±
HMTD-1205	Electrical Systems 1	±
HMTD-1206	Electrical Systems 2	±
HMTD-1207	Electrical Systems 3	±
HMTD-1208	Electrical Systems 4	±
HMTD-1209	Electrical Systems 5	±

HMTD-1210	Electrical Systems 6	±
HMTD-1211	Electrical Systems 7	±
HMTD-1212	Shop Simulation 1	±
HMTD-1213	Steering Systems 1	±
HMTD-1214	Steering Systems 2	±
HMTD-1215	Workplace Skills 2	±
HMTD-2101	Cab & Protective Structures	±
HMTD-2102	Hydraulic Brake Systems 1	±
HMTD-2103	Hydraulic Brake Systems 2	±
HMTD-2104	Hydraulic Brake Systems 3	±
HMTD-2105	Air Brake Systems 1	±
HMTD-2106	Air Brake Systems 2	±
HMTD-2107	Air Brake Systems 3	±
HMTD-2108	Cab Heating, Ventilation & Air Conditioning Systems	±
HMTD-2109	Refrigeration Unit Heating, Ventilation & Air Conditioning Systems	±
HMTD-2110	Trailers 1	±
HMTD-2111	Trailers 2	±
HMTD-2112	Powertrain 1	±
HMTD-2113	Powertrain 2	±
HMTD-2114	Powertrain 3	±
HMTD-2115	Powertrain 4	±
HMTD-2201	Powertrain 5	±
HMTD-2202	Powertrain 6	±
HMTD-2203	Powertrain 7	±
HMTD-2204	Powertrain 8	±
HMTD-2205	Electrical Systems 8	±
HMTD-2206	Electrical Systems 9	±
HMTD-2207	Electrical Systems 10	±
HMTD-2208	Electronic Systems 1	±
HMTD-2209	Electronic Systems 2	±
HMTD-2210	Electronic Systems 3	±
HMTD-2211	Gasoline Fueled (Automotive) Engine Management Systems 1	±
HMTD-2212	Gasoline Fueled (Automotive) Engine Management Systems 2	±
HMTD-2213	Shop Simulation 2	±
HMTD-2214	Shop Simulation 3	±
HMTD-2215	Employment Skills	±
Total Credits		0

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:

Grade	PercentageDescription	Grade Point Equivalency
	96-100	4.33
	91-95	4.00
	86-90	3.67
	81-85	3.33
	76-80	3.00
	70-75	2.67
	0-69	Failing Grade - unable to proceed to next Term0.00
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. This course was first designed in 2018 to enable the department to deliver Heavy Mechanical Trades to international students. This course was successful, however due to the transition from AIC to the Broadway campus, we had to put a halt on the program. This program combines the same content as the previous diploma, however it has been restructured from 36 courses to 11. We feel that this will benefit both the student and department, as it will be less time constricted for delivery, classes can be more in line with competency, in place of time.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Consulted. Changes adopted
Registrar's Office	Consulted. Changes to HMTD 001 adopted
Faculty/Department	Reviewed at Dept meeting.
Department Support Staff	Reviewed at Dept meeting
Advising & Recruitment	No feedback received
Counselling	No feedback received
Disabilities Services	No feedback received
Facilities	No feedback received
Information Technology (IT)	No feedback received
Institutional Research (IR)	No feedback received
International Education	Consulted. changes to schedule and course credits adopted
Learning Centre	No feedback received
Library	No feedback received
Marketing & Communications	No feedback received
Safety & Security	No feedback received
Student Services	No feedback received

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.

New Course Proposal

Date Submitted: 04/28/23 4:34 pm

Viewing: **HMTD 1100 : Occupational Skills**

Last edit: 04/28/23 4:34 pm

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/08/23 6:41 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/02/23 3:46 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Occupational Skills

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7390
Toby Griffith	tgriffith@vcc.ca	7390

Banner Course Name: Occupational Skills

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1100

Year of Study: 1st Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to the concept of safe work practices, occupational health and safety, environmental practices, math, science, and electronic media.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

New Course Proposal

Date Submitted: 04/28/23 4:35 pm

Viewing: **HMTD 1120 : Shop Tooling and Equipment**

Last edit: 05/01/23 11:08 am

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/08/23 6:56 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Shop Tooling and Equipment

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Shop Tooling and Equipment

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1120

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: Students are introduced to operational skills needed throughout the diploma, including introduction to tools and equipment.

Course Pre-Requisites (if applicable): HMTD 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

New Course Proposal

Date Submitted: 04/28/23 4:36 pm

Viewing: **HMTD 1125 : Lubricants, Bearings & Equip.**

Last edit: 05/01/23 11:08 am

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

1. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
2. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Lubricants, Bearings and Equipment Operation

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Lubricants, Bearings & Equip.

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1125

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: Students are introduced to operational skills needed throughout the diploma, including introduction to lubricants and bearings, and truck and machine operation.

Course Pre-Requisites (if applicable): HMTD 1100.

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	Select proper bearing lubricants and perform bearing and seal service procedures.
CLO #2	Demonstrate equipment walk-around inspections, pre-start and start up procedures, emergency shutdown, and safe parking procedures.
CLO #3	Demonstrate safe operation of trucks and equipment including forklifts (forklift certification optional).
CLO #4	Perform shop tasks and maintenance of tools and equipment in a reliable and professional manner consistent with industry standards and expectations.

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	42	Assignments and summative evaluation
Quizzes/Tests	22	End of topic quizzes
Lab Work	36	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 69

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
 Online

Hours in Category 1: 14

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 55

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Lubricants & Bearings

Truck & Machine Operation

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

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

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:

New Course Proposal

Date Submitted: 04/28/23 4:36 pm

Viewing: **HMTD 1130 : Machine Structure**

Last edit: 05/01/23 11:08 am

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/08/23 6:57 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Machine Structure

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Machine Structure

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1130

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces the fundamentals of lifting and supporting machines and components in order to safely perform repairs. Students will select, use and maintain correct rigging and lifting tooling for the removal and installation of track machine undercarriage and final drives. Students will be introduced to frame types on different pieces of equipment, and the inspection and repair of cab and protective structures. Work area organization and documentation of work will be introduced in the shop tasks.

Students will also be introduced to the apprenticeship system, various working conditions, job search and interview skills, as well as positive employee attributes.

Course Pre-Requisites (if applicable):
HMTD 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

New Course Proposal

Date Submitted: 04/28/23 4:37 pm

Viewing: **HMTD 1135 : Truck Structure**

Last edit: 05/01/23 11:08 am

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Truck Structure
 Effective Date: May 2024
 School/Centre: Trades, Technology & Design
 Department: Heavy Mechanical Technology Diploma International (4305)
 Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Truck Structure
 Subject Code: HMTD - Heavy Mechanical Technician
 Course Number: 1135
 Year of Study: 1st Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course continues the fundamentals of lifting and supporting Trucks and components in order to safely perform repairs. Students will select, use and maintain correct rigging and lifting tooling for the removal and installation of suspension and hub assemblies. Students will be introduced to frame types on different trucks, vehicle suspensions, wheels, hubs and tires. Work area organization and documentation of work will be introduced in the shop tasks.

Students will also continue learning about the apprenticeship system, various working conditions, job search and interview skills, as well as positive employee attributes.

Course Pre-Requisites (if applicable):
 HMTD 1100.

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 wheels, tires, and hubs. Perform disassembly, inspection and assembly of hubs and wheel/tire groups
CLO #2	Demonstrate work area staging and maintain an organised work area.
CLO #3	Identify important steps or tasks to document in a service report.

New Course Proposal

Date Submitted: 04/28/23 4:37 pm

Viewing: **HMTD 1200 : Mobile Hydraulic Systems**

Last edit: 05/01/23 11:09 am

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

1. 02/08/23 6:57 pm
Brendan Frith (bfrith): Approved for 4305 Leader
2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name:	Mobile Hydraulic Systems
Effective Date:	May 2024
School/Centre:	Trades, Technology & Design
Department:	Heavy Mechanical Technology Diploma International (4305)
Contact(s)	

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name:	Mobile Hydraulic Systems
Subject Code:	HMTD - Heavy Mechanical Technician
Course Number	1200
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code
Bridge Billing Hours
Bridge Course Level

Course Description: This course introduces students to principles of hydraulics, hydraulics safety, and operation of hydraulic systems. Students will be introduced to various types of hydraulic systems, schematics, and components, and will be able to demonstrate correct techniques in scheduled maintenance, systems diagnosis, hydraulic fluids and hydraulic hoses and fittings.

Course Pre-Requisites (if applicable):
HMTD 1100.

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 principles of hydraulics and demonstrate hydraulic safety, and basic operation of hydraulic systems.
CLO #2	Describe various types of hydraulic systems, schematics, and components.
CLO #3	Perform scheduled maintenance of hydraulic systems, hydraulic fluids and hydraulic hoses and fittings.
CLO #4	Diagnose and repair basic hydraulic systems.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments and summative evaluation
Quizzes/Tests	35	End of topic quizzes
Lab Work	50	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 100

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online

Hours in Category 1: 10

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Principles of hydraulics, hydraulics safety, and basic operation of hydraulic systems.
Types of hydraulic systems, schematics, and components.
Scheduled maintenance of hydraulic systems, hydraulic fluids and hydraulic hoses and fittings.
Hydraulic systems diagnosis and repair.

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 Heavy Mechanical Technology Diploma (International Cohort)

New Course Proposal

Date Submitted: 04/28/23 4:38 pm

Viewing: **HMTD 1220 : Batteries and Electricity**

Last edit: 05/01/23 11:09 am

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/08/23 6:57 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Batteries and Electricity Fundamentals

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Batteries and Electricity

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1220

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to electrical terminology, concepts, circuit calculations and magnetic theory to be able to test, service and repair electrical systems associated with heavy mechanical trades.

Course Pre-Requisites (if applicable): HMTD 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

New Course Proposal

Date Submitted: 04/28/23 4:38 pm

Viewing: **HMTD 1230 : Machine Electrical**

Last edit: 05/01/23 11:09 am

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/08/23 6:57 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Machine Electrical

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Machine Electrical

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1230

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to electrical terminology, concepts, circuit calculations and magnetic theory to be able to test, service and repair electrical systems associated with heavy mechanical trades.

Course Pre-Requisites (if applicable): HMTD 1100.

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	Describe the theory of starting systems, and demonstrate correct protocols for inspection and service of starting systems.
CLO #2	Describe the theory of charging systems, and demonstrate correct protocols for inspection and service of charging systems.
CLO #3	Service and repair electrical circuits, wiring and connectors.

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	8	Assignments and summative evaluation
Quizzes/Tests	40	End of topic quizzes
Lab Work	52	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 100

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online

Hours in Category 1: 10

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Lab

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Electrical terminology, concepts, basic theory, circuit calculations and magnetic theory
Components, Wiring Diagrams, and Symbols.
Batteries, theory, testing and service.
Safe electrical servicing and repair protocols
Electrical Test Instruments
Starting Systems, theory and service
Charging Systems, theory and service
Electrical Wiring Circuits, service, testing and repair

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

New Course Proposal

Date Submitted: 04/28/23 4:38 pm

Viewing: **HMTD 1240 : Heavy Mech Steering Systems**

Last edit: 05/16/23 5:21 pm

Changes proposed by: akelly

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/08/23 6:57 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
- 5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Heavy Mechanical Steering Systems

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Heavy Mech Steering Systems

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 1240

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to the fundamentals of on road truck steering systems, tracked machine steering and off road machine steering systems. Students will advance their terminology and clear communication specific to the heavy mechanical industry to assist with documenting work performed during a repair. It also provides the opportunity to practice more complex language and communication skills required for teamwork and professionalism such as problem-solving and conflict resolution.

Course Pre-Requisites (if applicable): HMTD 1100.

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	Service, diagnose and repair hydraulic truck steering systems.
CLO #2	Service, diagnose and repair track equipment steering.
CLO #3	Service, diagnose and repair wheeled equipment steering.
CLO #4	Research manufacturer troubleshooting and repair procedures.
CLO #5	Identify correct tooling required and demonstrate how to organize a work area.
CLO #6	Apply more complex language and communication strategies, such as problem solving, conflict resolution, and clarifying understanding, to work effectively as a technician in a diverse team environment.
CLO #7	Document work performed during repairs in a professional manner adhering to industry standards.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments and summative evaluation
Quizzes/Tests	30	End of topic quizzes
Lab Work	60	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 70

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online

Hours in Category 1: 10

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Steering system fundamentals
Steering system service
Machine Steering
Workplace skills and professional communication

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?

New Course Proposal

Date Submitted: 04/28/23 4:38 pm

Viewing: **HMTD 2120 : Heavy Mech Hyd Brake Systems**

Last edit: 05/15/23 4:25 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

1. 02/08/23 6:57 pm
Brendan Frith (bfrith): Approved for 4305 Leader
2. 02/09/23 9:47 am
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 02/23/23 1:21 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
5. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
6. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name:	Heavy Mechanical Hydraulic Brake Systems
Effective Date:	May 2024
School/Centre:	Trades, Technology & Design
Department:	Heavy Mechanical Technology Diploma International (4305)
Contact(s)	

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Heavy Mech Hyd Brake Systems

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 2120

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course introduces students to hydraulic brake systems with a focus on the principles of system operation leading into basic system service procedures, diagnostics and repair. Students will work with hydraulic brake system service, antilock braking, stability control systems, and power boosters and move into various styles of power assisted hydraulic brake systems and hydraulic anti-lock/stability control braking systems.

Course Pre-Requisites (if applicable):
 HMTD 1100.

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 hydraulic brake systems and the principles of system operation leading into basic system service procedures.
CLO #2	Describe, diagnose and repair hydraulic brake system service, antilock braking, stability control systems, and power boosters.
CLO #3	Define various styles of power assisted hydraulic brake systems and hydraulic anti-lock/stability control braking systems.

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments and summative evaluation
Quizzes/Tests	38	End of topic quizzes
Lab Work	52	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 77.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online

Hours in Category 1: 7.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 70

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Principles of hydraulic brake system operation, leading into basic system service procedures
Hydraulic brake system service, Antilock Braking, Stability Control Systems, and Power Boosters diagnostics and repair.
Power assisted hydraulic brake systems and hydraulic anti-lock/stability control braking systems.

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 Heavy Mechanical Technology Diploma (International Cohort)

Additional Information

New Course Proposal

Date Submitted: 04/28/23 4:39 pm

Viewing: **HMTD 2125 : Heavy Mech Air Brake Systems**

Last edit: 05/15/23 4:25 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

1. 05/02/23 3:47 pm
Brendan Frith (bfrith): Approved for 4305 Leader
2. 05/02/23 4:14 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Heavy Mechanical Air Brake Systems
 Effective Date: May 2024
 School/Centre: Trades, Technology & Design
 Department: Heavy Mechanical Technology Diploma International (4305)
 Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Heavy Mech Air Brake Systems
 Subject Code: HMTD - Heavy Mechanical Technician
 Course Number: 2125
 Year of Study: 2nd Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: This course will also introduce students to air brake systems principles of operation as well as basic service procedures, inspection and repair. Students will progress to basic pneumatic air brake system troubleshooting and pneumatic anti-lock brake and stability systems.

Course Pre-Requisites (if applicable): HMTD 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
 No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe and demonstrate the use of air brake systems, principles of operation as well as basic service procedures.
CLO #2	Inspect and repair air brake systems.
CLO #3	Describe and troubleshoot basic pneumatic air brake system troubleshooting and pneumatic anti-lock brake and stability systems.

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments and summative evaluation
Quizzes/Tests	38	End of topic quizzes
Lab Work	52	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 77.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture Online

Hours in Category 1: 7.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 70

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Air brake systems principles of operation and basic service procedures.
- Procedures for inspection and repair of air brake systems.
- Pneumatic Anti-lock Braking and Stability Control Systems.

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

Provide a rationale for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 04/28/23 4:39 pm

Viewing: **HMTD 2130 : Heating and Air Conditioning**

Last edit: 05/15/23 4:25 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/08/23 6:57 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
2. 02/09/23 9:47 am
Lucy Griffith
(lgriffith): Approved for CTT Dean
3. 02/23/23 1:21 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
4. 05/02/23 3:47 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
5. 05/02/23 4:14 pm
Lucy Griffith
(lgriffith): Approved for CTT Dean
6. 05/25/23 2:52 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Programs referencing this course
[112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Course Name: Heating and Air Conditioning
 Effective Date: May 2024
 School/Centre: Trades, Technology & Design
 Is this a non-credit course?
 Department: Heavy Mechanical Technology Diploma International (4305)
 Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Heating and Air Conditioning

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 2130

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to Heating, Ventilation, and Air Conditioning (HVAC) systems and moves into to trailer and service body heating and refrigeration systems.

Course Pre-Requisites (if applicable):
HMTD 1100.

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	Describe heating, air conditioning and refrigeration fundamentals.
CLO #2	Diagnose and repair vehicle heating and air conditioning systems.
CLO #3	Identify trailer and service body heating and refrigeration systems.
CLO #4	Diagnose refrigeration units.
CLO #5	Repair heating and refrigeration systems.

Instructional Strategies:

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

Evaluation and Grading

Grading System: Percentages Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Assignments and summative evaluation
Quizzes/Tests	44	End of topic quizzes
Lab Work	56	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online

Hours in Category 1: 5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen
Simulation

Hours in Category 2: 45

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Principles of heating and air conditioning
Design and operation of heating and air conditioning systems
Chloro-fluoro-carbons
Trailer body components
Heating and refrigeration components
Heating and refrigeration systems

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 04/28/23 4:39 pm

Viewing: **HMTD 2140 : Trailers and Engine Support**

Last edit: 05/15/23 4:25 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/08/23 6:57 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
2. 02/09/23 9:47 am
Lucy Griffith
(lgriffith): Approved for CTT Dean
3. 02/23/23 1:21 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
4. 05/02/23 3:47 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
5. 05/02/23 4:14 pm
Lucy Griffith
(lgriffith): Approved for CTT Dean
6. 05/25/23 2:52 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Programs referencing this course

[112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Course Name: Trailers and Engine Support

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Trailers and Engine Support

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 2140

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to trailer components such as landing gear, winches, hitches, couplers, body components and lift gates. The course will also introduce students to the theory of diesel engine operation: Cooling, intake, exhaust and lubrication systems operation. Students will demonstrate how to perform regular diesel engine and fuel , lubrication and cooling systems servicing.

Course Pre-Requisites (if applicable):
HMTD 1100.

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	Service trailer landing gear and accessories.
CLO #2	Service and repair trailer coupling systems.
CLO #3	Service engine support systems including, Cooling , fuel, exhaust and intake and oil systems .

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Assignments and summative evaluation
Quizzes/Tests	10	End of topic quizzes
Lab Work	70	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 77.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 7.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 70

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Landing Gear and Couplers.

Body Components and Lift Gates.

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 Heavy Mechanical Technology Diploma (International Cohort)

Provide a rationale for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 04/28/23 4:40 pm

Viewing: **HMTD 2145 : Powertrain**

Last edit: 05/15/23 4:25 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

1. 05/02/23 3:48 pm
Brendan Frith (bfrith): Approved for 4305 Leader
2. 05/02/23 4:15 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Powertrain
 Effective Date: May 2024
 School/Centre: Trades, Technology & Design
 Is this a non-credit course?
 Department: Heavy Mechanical Technology Diploma International (4305)
 Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Powertrain
 Subject Code: HMTD - Heavy Mechanical Technician
 Course Number: 2145
 Year of Study: 2nd Year Post-secondary
 Credits: 3

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description: The course will introduce students to the theory of diesel engine removal. Students will demonstrate how engine removal and installation procedures; and basic diagnostics. Students will also learn the theory of manual transmissions and clutches and perform inspection, servicing, removal, and installation.

Course Pre-Requisites (if applicable): HMTD 1100.

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	Remove and install a diesel engine.
CLO #2	Service manual transmissions and clutches.
CLO #3	Remove and install a manual transmission.

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Assignments and summative evaluation
Quizzes/Tests	10	End of topic quizzes
Lab Work	70	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 77.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 7.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 70

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Engine Remove and Install:
Manual Transmissions and Clutches

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

Provide a rationale for this proposal:

Are there any expected costs as a

Consultations:

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Course Change Request

New Course Proposal

Date Submitted: 04/28/23 4:40 pm

Viewing: **HMTD 2200 : Powertrain Diagnostics**

Last edit: 05/15/23 4:25 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/08/23 6:57 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
2. 02/09/23 9:47 am
Lucy Griffith
(lgriffith): Approved for CTT Dean
3. 02/23/23 1:22 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
4. 05/02/23 3:48 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
5. 05/02/23 4:15 pm
Lucy Griffith
(lgriffith): Approved for CTT Dean
6. 05/25/23 2:52 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Programs referencing this course
[112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Course Name: Powertrain Diagnostics, Service & Repair

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Heavy Mechanical Technology Diploma
International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Powertrain Diagnostics

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 2200

Year of Study: 2nd Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to automatic and powershift transmissions as well as torque converters and torque dividers. Students will then move into to driveline and drive axle systems, differential systems and internal traction control devices and also start and run-up procedures, monitoring, diagnostics, and inspection before placing unit into service. Students will also learn the fundamentals of electric drive systems for both on and off road vehicles including high voltage hazard identification and basic system diagnostics.

Course Pre-Requisites (if applicable):
HMTD 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

New Course Proposal

Date Submitted: 05/05/23 11:45 am

Viewing: **HMTD 2220 : Electrical Systems & Component**

Last edit: 05/05/23 11:45 am

Changes proposed by: drabadzija

In Workflow

- 1. 4305 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Approval Path

- 1. 02/09/23 10:25 am
Darija Rabadzija (drabadzija): Approved for 4304 Leader
- 2. 02/10/23 11:33 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 02/23/23 1:22 pm
Todd Rowlatt (trowlatt): Rollback to Initiator
- 4. 05/05/23 11:44 am
Darija Rabadzija (drabadzija): Rollback to Initiator
- 5. 05/09/23 10:02 am
Brendan Frith (bfrith): Approved for 4305 Leader
- 6. 05/15/23 12:07 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
- 7. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name:	Electrical Systems and Components
Effective Date:	May 2024
School/Centre:	Trades, Technology & Design
Department:	Heavy Mechanical Technology Diploma International (4305)
Contact(s)	

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359

Banner Course Name: Electrical Systems & Component

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 2220

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code
Bridge Billing Hours
Bridge Course Level

Course Description: This course introduces students to diagnostics and repair of starting circuits and component, charging systems circuit and components.

Course Pre-Requisites (if applicable): HMTD 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Change Request

New Course Proposal

Date Submitted: 05/05/23 11:46 am

Viewing: **HMTD 2225 : Electronics & Elect Components**

Last edit: 05/05/23 11:46 am

Changes proposed by: drabadzija

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/05/23 11:45 am
Darija Rabadzija (drabadzija):
Rollback to Initiator
2. 05/09/23 10:02 am
Brendan Frith (bfrith): Approved for 4305 Leader
3. 05/15/23 12:07 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
4. 05/25/23 2:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Programs referencing this course: [112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Course Name: Electronics and Electronic Components

Effective Date: May 2024

School/Centre: Trades, Technology & Design

Department: Heavy Mechanical Technology Diploma International (4305)

Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359

Banner Course Name: Electronics & Elect Components

Subject Code: HMTD - Heavy Mechanical Technician

Course Number: 2225

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description: This course introduces students to advanced Electronic systems and component diagnosis, and electronic control and management systems.

Course Pre-Requisites (if applicable):
HMTD 1100.

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 electronic machine control systems and use electronic service tools to connect and communicate with machine controls.
CLO #2	Diagnose and repair electronic vehicle management systems.
CLO #3	Diagnose and Repair electronic equipment management systems

Instructional Strategies: Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Assignments and summative evaluation
Quizzes/Tests	20	End of topic quizzes
Lab Work	60	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 77.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online

Hours in Category 1: 7.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 70

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Truck and Machine Electronic Control Systems
- Truck and Machine Electronic Components
- Truck and Machine Management Systems

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

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer **Darija Rabadzija (drabadzija) (05/05/23 11:45 am):** Rollback: rolling back to change ORG code

Comments

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:

Course Change Request

New Course Proposal

Date Submitted: 04/28/23 4:41 pm

Viewing: **HMTD 2230 : Light Duty Vehicle**

Last edit: 05/15/23 4:26 pm

Changes proposed by: akelly

In Workflow

1. 4305 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/08/23 6:57 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
2. 02/09/23 9:47 am
Lucy Griffith
(lgriffith): Approved for CTT Dean
3. 02/23/23 1:22 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
4. 05/02/23 3:48 pm
Brendan Frith
(bfrith): Approved for 4305 Leader
5. 05/02/23 4:14 pm
Lucy Griffith
(lgriffith): Approved for CTT Dean
6. 05/25/23 2:53 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Programs referencing this course
[112: Heavy Mechanical Technology Diploma \(International Cohort\)](#)

Course Name: Light Duty Vehicle
Effective Date: May 2024
School/Centre: Trades, Technology & Design
Is this a non-credit course?
Department: Heavy Mechanical Technology Diploma International (4305)
Contact(s)

Name	E-mail	Phone/Ext.
Brendan Frith	bfrith@vcc.ca	7359
Toby Griffith	tgriffith@vcc.ca	7359

Banner Course Name: Light Duty Vehicle
Subject Code: HMTD - Heavy Mechanical Technician
Course Number: 2230
Year of Study: 2nd Year Post-secondary
Credits: 4

Bridge College Code
Bridge Billing Hours
Bridge Course Level

Course Description: Students are introduced to light duty gasoline engines, ignition and fuel systems. Students will learn basic operation and servicing of electronic engine and vehicle controls. The employment skills section builds on topics explored in HMTD 0001 Occupational Skills and prepares the learner to enter the workforce by identifying employment opportunities, updating a resume and cover letter, and preparing for an interview.

Course Pre-Requisites (if applicable):
HMTD 1100.

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	Service light duty gasoline engines, fuel systems, and ignition systems.
CLO #2	Service light duty electronic engine and powertrain control systems.
CLO #3	Demonstrate professional heavy mechanical workshop practices.
CLO #4	Prepare and maintain an organised work area and write detailed service reports.
CLO #5	Apply effective job search techniques to identify career opportunities and prepare for employment.

Instructional

Instructional strategies include classroom lectures, on-line self study, demonstrations, group discussions,

Strategies:

computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Assignments and summative evaluation
Quizzes/Tests	20	End of topic quizzes
Lab Work	30	Practical assignments (e.g., preparation, task completion, cleanup, writing service reports, workplace behaviour, teamwork, workplace safety)
Assignments	20	Employment readiness: identifying career opportunities, resume and cover letter writing, interview skills

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 100

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture

Online

Hours in Category 1: 10

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Shop/Kitchen

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Engine, Fuel, and Ignition.
Vehicle Electronic Systems.
Work with training aids to create simulated work environments. Document repairs and work performed.
Identifying employment opportunities, updating a resume and cover letter, and preparing for and following up on an interview.

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: Revisions to Health Care Assistant Certificate program guide and courses

BACKGROUND:

The Continuing Care department is proposing changes to their program to align with the recent updates to the Provincial Health Care Assistant (HCA) curriculum. Alignment with the provincial curriculum is a requirement for the program. Those changes are most evident in the course learning outcomes, with adjustments and additions reflecting an increased level of expectations for students graduating from the program. In addition, changes to the Evaluation of Student Learning section of the program content guide (PCG) provide additional clarity around expectations to better support student success.

Based on the department's blended learning strategy, updates to the evaluation and grading plan sections are also proposed. The addition of graded online activities reflects lessons learned during the pandemic and through student feedback.

DISCUSSION:

Lisa Beveridge, Department Leader of Continuing Care, presented the proposal. There were no significant concerns raised by the committee.

The Registrar's Office suggested reviewing the high hours-to-credits ratio at some point. The department will take this back for discussion.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Health Care Assistant Certificate program content guide and 12 revised course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 25, 2023

Program Change Request

Date Submitted: 05/08/23 10:17 am

Viewing: **Health Care Assistant Certificate**

Last approved: 12/09/21 11:39 am

Last edit: 05/19/23 3:22 pm

Changes proposed by: lbeveridge

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. EDCO Chair
6. Education Council

Approval Path

1. 05/08/23 12:29 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:23 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:30 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Jan 16, 2018 by Nicole Degagne (ndegagne)
3. Jan 16, 2020 by Lisa Beveridge (lbeveridge)
4. Feb 6, 2020 by Darija Rabadzija (drabadzija)
5. Apr 23, 2020 by Lisa Beveridge (lbeveridge)
6. Mar 4, 2021 by Darija Rabadzija (drabadzija)
7. Dec 9, 2021 by Nicole Degagne (ndegagne)

Catalog Pages Using [Health Care Assistant Certificate](#)
this Program

Program Name: Health Care Assistant Certificate
 Credential Level: Certificate
 Effective Date: September ~~2020~~ **2023**
 Effective Catalog Edition: 2023-2024 Academic Calendar
 School/Centre: Health Sciences
 Department: Health Care Assistant (5116)
 Contact(s)

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

Program Content Guide

Purpose

The Health Care Assistant Program is designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as front-line care-givers and respected members of the healthcare team. Under the direction and supervision of a health professional, graduates provide person-centered care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients.

Upon completion of the program, graduates are prepared to work in any level of continuing care, including: home support, assisted living, complex care, special care units, other home and community care settings, and acute care.

All BC Health Care Assistant program applicants are required to demonstrate English language proficiency as set by the BC Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: https://www.cachwr.bc.ca/Documents/Educators/English-Language-Competency_HCA-Program-Entry_2018.aspx

English 10 with a passing grade, or equivalent

English Language Proficiency, as required by the [BC Care Aide and Community Health Worker Registry](#)

Completion of VCC [Health Care Assistant Program's Self-Declaration form](#)

Standard First Aid (Red Cross or St. John Ambulance) *including* current CPR level C or Health Care Provider CPR

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

BC FOODSAFE Certificate Level 1

Upon Acceptance

Criminal Record Check (CRC)

Students in this program are required to complete a CRC. The CRC must be completed according to [VCC's Criminal Record Check instructions](#). Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

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

An Immunization Record must be completed

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 (Chicken pox)

Hepatitis B

Influenza (annually)

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.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Health Care Assistant Program is 31 weeks in length (full-time) and 47 weeks in length (part-time). The maximum length of time to complete the Health Care Assistant program is 2 years from the date that a student initially started the program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
PLO #2	Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
PLO #3	Provide care and assistance for clients experiencing complex health challenges.
PLO #4	Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
PLO #5	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
PLO #6	Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
PLO #7	Provide personal care and assistance in a safe, competent and organized manner.
PLO #8	Recognize and respond to own self-development, learning and health enhancement needs.
PLO #9	Perform the care provider role in a reflective, responsible, accountable and professional manner.

Additional PLO Information

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

Instructional Strategies, Design, and Delivery Mode

The program consists of theory, laboratory practice and practice education experiences in complex care facilities and community care sites. The theory component is delivered through discussion groups, student presentations, lectures, online activities and demonstrations, and guest speakers. Students apply the theory component in the laboratory and practice education settings.

Theory courses are evaluated by written exams, assignments, and/or completion of a journal. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System.

Students must achieve at least a C+ in every course in order to proceed to the next level, or to graduate from the program. Students must achieve a “Satisfactory” grade in HRCA 1184, HRCA 1294 and HRCA 1391.

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

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

- There is space available
- Departmental Leader approval is granted
- The potential completion date of the program will not be exceeded

Space Availability:

- Space in a cohort program is determined by:
- Capacity number of student in the cohort
- Capacity of clinical placement sites secured

Department Leader Approval:

The Department Leader will base approval on the following considerations:

- Number of full time students already enrolled in cohort
- Number of insertion students already enrolled in cohort

Student's performance, attendance and punctuality before withdrawal.

Program Completion Deadline:

~~If there is a wait list to insert into the program, approval will be based on students previous grades, attendance and punctuality before withdrawal~~
Program Completion Deadline: The program must be completed within 2 years from the date that a student initially started the program. Program completion deadlines are necessary to ensure the currency of student skills and in alignment with the BC Care Aide and Community Health Workers Registry recognition requirements.

Re-insertion Requirements

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

More than 3 months:

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

More than 12 months:

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

Recommended Characteristics of Students

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

Courses		
<u>HRCA 1197</u>	Foundations	1
<u>HRCA 1190</u>	Lifestyle and Choices	1.5
<u>HRCA 1191</u>	Interpersonal Communications	3
<u>HRCA 1192</u>	Introduction to Practice	1.5
<u>HRCA 1181</u>	Personal Care & Assistance 1	4
<u>HRCA 1182</u>	Common Health Challenges 1	3
<u>HRCA 1183</u>	Concepts for Practice	3.5
<u>HRCA 1184</u>	Clinical 1	3
<u>HRCA 1291</u>	Cognitive and/or Mental Health Challenges	3
<u>HRCA 1292</u>	Common Health Challenges 2	3
<u>HRCA 1293</u>	Personal Care & Assistance 2	4
<u>HRCA 1294</u>	Clinical 2	6
<u>HRCA 1391</u>	Community Practicum	2
Total Credits		38.5

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	Minimum Pass	2.33
C	60-63	Failing Grade	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of 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.

1. Updates to course outlines to align with the release of the new 2023 curriculum.
2. Updates to language in the Evaluation of Student Learning section to align with the curriculum and provide additional clarity about expectations and support student success.
3. Updates to the evaluation and grading plan related to the department's blended learning strategy.

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Other	Curriculum Updates: The Provincial HCA curriculum underwent review and updating from Sept 2022 to March 2023. Changes to the curriculum have been reflected in updates to the Program Content Guide and Course Outlines attached to this proposal.
Affiliation, Articulation, and/or Accreditation Bodies	Attendance Policy Update: Fall 2020 - The BC Care Aide Registry requested PSIs remove language about Registry based attendance requirements due to impact of COVID on practice education hours. Evaluation was to be solely based on performance and PLOs, not attendance. This language was meant to be removed from the PCG prior to the Sept 2022 effective date, but seems to have been missed. Evaluation and Grading Plan: The Department Head presented the results of the Blended Learning trial from the Fall 2022 and Winter 2023 terms to Registry consultants in March 2023. As per the Registry, the HCA program was already approved for blended learning in 2021 during COVID, when the department was delivering it in an 80% online and 20% on campus model. The Registry appreciated the changes and improvements the department has made to the model and the transition to a 60-40 model, but confirmed that additional program approval from the Registry is not required as

Consultated Area	Consultation Comments
	<p>the program already has approval from the Registry to delivery the program in a blended model. The Registry stated that they would formally and fully review the changes to the model during the 5 year program recognition cycle, which is next scheduled for 2025.</p>
Faculty/Department	<p>Attendance Policy Update:</p> <p>2020-2022 - The Department followed the Registry guidance to remove the attendance requirement (due to the pandemic), but encountered student behavioral and engagement issues related to a lack of clarity about attendance expectations.</p> <p>August 2022 - Faculty voted to create a department based attendance policy. Faculty chose 10% as the standard due to the importance of attendance in labs and practice education to learn and implement practical skills and maintain the safety of clients. This was trialed over the past year and voted to be permanently accepted in March 2023. However, following guidance from the SHS Curriculum Committee on May 2, 2023, the decision to change the attendance requirement (from 15% to 10%) has been paused until further consultation can be accomplished.</p> <p>Evaluation and Grading Plan:</p> <p>Prior to March 2020, faculty delivered content primarily through lectures and evaluated comprehension through large exams and assignments, typically weighted between 30-35%. Grades activities/quizzes were not included in the evaluation or graded plan in the course outlines.</p> <p>2020 - 2022 - Due to the transition to online learning due to COVID, faculty developed online quizzes and graded activities to encourage students to engage in online learning and support the self-directed delivery format that was chosen for the program. Throughout this time period, faculty collected informal student feedback on the efficacy and level of engagement with the online activities. This feedback was used to make improvements and updates to the Moodle sessions every term. Faculty also consulted with CTRL for guidance in Moodle and activity development and used PD time to learn about online learning strategies and best practices. Through this process, faculty were able to consistently improve the design of the online learning activities and observe the following benefits of online activities:</p> <ol style="list-style-type: none"> 1. Online activities helped students build their knowledge base and integrate their learning experiences by providing immediate and incremental feedback regarding comprehension. 2. Online activities enabled students to progress through the course more independently, which supported them in building confidence and momentum. 3. Online activities provided more support for diversity in learning by creating a variety of options for students to engage with content. <p>Summer 2022</p> <p>With guidance from CTRL, faculty blueprinted all theory and lab courses to evaluate the quizzes and online graded activities in relation to the course learning objectives and delivery methods. Although quizzes/online graded activities were already being used during COVID due to the sudden transition online, this formal blueprinting supported the faculty in determining whether the department should to continue to use this evaluation method when the program returned to campus in the fall of 2022 (the alternative was to return to the pre-COVID format of having 3 large assignments/exams per course and not use quizzes or online graded activities). This process allowed faculty to more thoroughly compare and evaluate the pre-COVID and COVID teaching/evaluation strategies and determine the best distribution of marks for the new blended learning strategy.</p> <p>Fall 2022/Winter 2023</p> <p>Faculty implemented the blended learning trial in Sept of 2022 and again in Jan 2023. Two cohorts received the new format, which included a 60/40 model of online/on campus delivery, along with the continued uses of quizzes and online graded activities for evaluation.</p> <p>March 2023</p>

Consultated Area	Consultation Comments
	<p>The department formally evaluated the impact of the blended learning trial on both students and faculty through the following three strategies:</p> <ol style="list-style-type: none"> 1. Formal feedback was collected from faculty and all three cohorts students through the use of survey questions and in person discussion (details of the student feedback are included below under the student consult section). 2. Historical attrition and GPA data pre-COVID, during COVID, and following the implementation of the blended learning trial was collected and reviewed for trends. 3. The department consulted with CTLR, Counseling and Disability Services. Details of those consultations are outlined in the sections below. <p>The results of this evaluation process led faculty to advocate for the permanent creation of a category for online graded activities in the evaluation and grading plan of the course outcomes. A faculty working group was created and assigned to review the blueprints from the summer of 2022, review the student feedback, and make recommendations for formal changes to the course outlines. These changes are reflected in the course outlines attached to this proposal.</p>
Centre for Teaching, Learning, and Research (CTLR)	<p>CTLR and Elearning supported faculty and the department extensively over the past 2.5 years through the following activities.</p> <p>2020-2021</p> <p>Worked with faculty to establish best practices in online learning. Participated in a working group with faculty to design a consistent format for Moodle sessions. Supported faculty in addressing issues with online quizzes and graded activities.</p> <p>2022</p> <p>Supported faculty to blueprint all courses in preparation for the Fall 2022 blended learning trial. Met with faculty to review the plan for the blended learning trial. Extensively reviewed all Moodles for UDL principles and best practices in online design</p> <p>2023</p> <p>CLTR met with the Department Head in March 2023 to review the outcome of the blended learning trial and provide feedback. CTLR will be asked to provide a second evaluation of the Moodles in the summer of 2023</p>
Other	<p>School of Health Sciences Curriculum Committee</p> <p>Sept 2022</p> <p>The new blended learning strategy was implemented for trial in Sept 2022. Changes made to the formal course outline evaluation plans in the course outlines were suggested at this time, however it was recommended that no formal changes be made until the spring of 2023, to allow the new delivery strategy to go through two terms of implementation (fall 2022 and winter 2023). This would allow for adjustments based on the collection of student feedback.</p> <p>May 2023</p> <p>Changes to the Course Outlines and PCGs were discussed at the May 2, 2023 SHS curriculum committee meeting. Changes related to the provincial curriculum updates and blended learning trial were approved. The decision to change the attendance requirement from 15 to 10% was paused for further consultation.</p>
Disabilities Services	<p>Disability Services & Counselling - April 2023</p> <p>Faculty met with DS and CS in April to present the blended learning trial and findings of the student surveys. Both DS and CS were in support of the continue use of both Blended Learning and quizzes/online graded activities for the following reasons:</p> <p>Quizzes and online graded activities support student success through:</p> <ol style="list-style-type: none"> 1. Creating more opportunities for formative evaluation rather than summative evaluation 2. Mitigating the impact of heavily weighted exams on students with text anxiety 3. Creating progression options for students facing personal challenges that could lead to miss due dates. 3. Creating more variety in evaluation options to support diverse learners
Other	<p>Blended Learning Trial - Student Feedback 2023</p> <p>The department surveyed cohorts that participated in the blended learning trial.</p>

Consultated Area	Consultation Comments
	<p>The results of that survey relevant to this proposal (to include quizzes and online graded activities permanently in the course outlines) are summarized below.</p> <p>Sept 2022 = 28 respondents Jan 2023 = 29 respondents Total = 57 respondents</p> <p>80% completed most to all of the quizzes/online graded activities</p> <p>82% found the workload to be manageable</p> <p>55% reported that online learning and activities allowed them to work while enrolled in full time studies as they were able to progress through the self-directed learning quickly and therefore create more time for homework, studying and picking up shifts.</p> <p>91% reported that the overall experience was positive and cited reasons such as improvements in work to life balance, the reduced commuting time, learning new digital skills and finding the Moodle activities learner oriented and easy to navigate.</p>

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: Domestic

Marketing Description

Acquire the knowledge and skills to provide person-centered care and promote physical, emotional, cognitive, and social well-being of clients in continuing care environments.

What you will learn

What to expect

Reviewer
Comments

Course Change Request

Date Submitted: 05/08/23 10:24 am

Viewing: **HRCA 1181 : Personal Care & Assistance 1**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:31 pm

Changes proposed by: lbeveridge

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course

[156: Health Care Assistant Diploma \(International Cohort\)](#)
[50: Health Care Assistant Certificate](#)

Other Courses: As A Banner Prerequisite:

Course Name: Personal Care & Assistance 1

Effective Date: September 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Approval Path

1. 05/08/23 12:30 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:24 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:31 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 1, 2020 by Todd Rowlatt (trowlatt)
2. Jan 20, 2022 by mschram
3. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Personal Care & Assistance 1

Subject Code: HRCA - Home Support/RCA

Course Number: 1181

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

Instructional
Strategies:

Lecture

Demonstration of skills

Lab activities

Online activities

Variety of group activities ~~Lecture, Variety of group activities, Demonstration of skills, Lab activities, and Online activities~~ Attendance of all PCA classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role. As per the BC Care Aide and Community Health Worker Registry students may not miss more than 15% of scheduled classroom and/or laboratory experiences. Where students exceed this maximum, the College may withdraw the student from the program.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: C+ (64%) and Satisfactory on an integration exercise

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u>	<u>20</u>	<u>Quizzes and/or graded activities</u>
Assignments	<u>20</u> 30	Written assignment
<u>Exam Midterm Exam</u>	<u>30</u> 35	<u>Midterm Exam</u> Multiple-choice exam
<u>Exam Final Exam</u>	<u>30</u> 35	<u>Final Exam</u> Multiple-choice exam
Lab Work		Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric).

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 70

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 30

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 40

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Problem-solving when carrying out care-giving procedures.
Asepsis and prevention of infection.
Promoting comfort and rest.
Promoting personal hygiene.
Moving, positioning and transferring a client.
Bedmaking.
Promoting exercise and activity.

Course Topics:

Assisting with dietary intake ~~Promoting healthy nutrition and fluid intake.~~

Promoting urinary and bowel elimination.

Home management.

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

Rationale and Consultations

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

Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal Health Care Assistant Certificate - Regular Program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

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:

Course Change Request

Date Submitted: 05/08/23 10:27 am

Viewing: **HRCA 1182 : Common Health Challenges 1**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:32 pm

Changes proposed by: lbeveridge

Programs referencing this course: [50: Health Care Assistant Certificate](#)

Other Courses: As A Banner Prerequisite:

Course Name: Common Health Challenges 1

Effective Date: September 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/08/23 12:31 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:24 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:32 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 1, 2020 by Todd Rowlatt (trowlatt)
2. Jan 20, 2022 by mschram
3. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Common Health Challenges 1

Subject Code: HRCA - Home Support/RCA

Course Number: 1182

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description: This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to body systems. Students will also be encouraged to explore person-centred practice as it relates to the common challenges to health. **This course is part of the full-time Health Care Assistant Program**

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1	<u>Explain</u> Display an understanding of the structure and function of the human body and normal changes associated with aging.
CLO #2	<u>Discuss</u> Display a sound understanding of common challenges to health and healing.
CLO #3	Describe ways to organize, administer and evaluate person-centred care and service for clients experiencing common health challenges.

Instructional Strategies: Lecture
 Variety of group activities
 Online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>30</u> 20	Quizzes <u>and/or</u> and graded activities
Exam	25	Multiple choice exam
Exam	25	Multiple choice exam
Exam	<u>20</u> 30	Multiple choice exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Medical terminology.

Structure and function of the human body.

Challenges to health and healing.

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

Rationale and Consultations

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

Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal Health Care Assistant Certificate - Regular Program

Provide a rationale
for this proposal:

Course Change Request

Date Submitted: 05/08/23 10:28 am

Viewing: **HRCA 1183 : Concepts for Practice Health & Healing**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:32 pm

Changes proposed by: lbeveridge

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course

[156: Health Care Assistant Diploma \(International Cohort\)](#)
[50: Health Care Assistant Certificate](#)

Other Courses As A Banner Prerequisite:

Course Name: [Concepts for Practice Health & Healing](#)

Effective Date: September 2023

School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

Approval Path

1. 05/08/23 12:31 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:24 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:32 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 1, 2020 by Todd Rowlatt (trowlatt)
2. Jan 20, 2022 by mschram
3. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: [Concepts for Practice Health & Healing](#)

Subject Code: HRCA - Home Support/RCA

Course Number: 1183

Year of Study: 1st Year Post-secondary

Credits: 3.5

Bridge College Code	VO
Bridge Billing Hours	0-3.5
Bridge Course Level	01

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Describe how</u> Display an understanding of person-centred care that recognizes and respects the uniqueness of each individual.
CLO #2	Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care.
CLO #3 #5	<u>Discuss</u> Display an understanding of the role of family, culture , diversity and life experience in aging, health and healing.
CLO #4 #3	Use an informed problem-solving approach to provide care and service.
CLO #5 #4	Contribute to the safety and protection of self and others within a variety of work environments.

Instructional

Lecture

Strategies:

Variety of group activities

Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: C+ (64%) and Satisfactory on journal assignment

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u> Project	<u>20</u> 15	Assignment and/or graded <u>activities</u> , activities
Exam	25	Multiple choice exam
Exam	<u>25</u> 30	Multiple choice exam
Exam	30	<u>Final</u> Multiple choice exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 70

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

LectureOnlineSeminar

Hours in Category 1:

70

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Characteristics of Caring and Person-Centred Practice.
Basic Human Needs.
Human Development.
<u>Family in Health and Healing</u>
Multiculturalism and Diversity.
Critical Thinking and Problem-Solving.
Protection and Safety in Health and Healing.

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

Rationale and Consultations

Course Change Request

Date Submitted: 05/08/23 10:34 am

Viewing: **HRCA 1184 : Clinical 1**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:32 pm

Changes proposed by: lbeveridge

In Workflow

- 1. 5116 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Programs referencing this course: [50: Health Care Assistant Certificate](#)

Other Courses: As A Banner Prerequisite:

Course Name: Clinical 1

Effective Date: September 2023

School/Centre: Health Sciences

If this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

Approval Path

- 1. 05/08/23 12:32 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
- 2. 05/09/23 10:24 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
- 3. 05/25/23 2:32 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

- 1. Jun 12, 2020 by Todd Rowlatt (trowlatt)
- 2. Nov 10, 2021 by Darija Rabadzija (drabadzija)
- 3. Jan 20, 2022 by mschram
- 4. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Clinical 1

Subject Code: HRCA - Home Support/RCA

Course Number: 1184

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

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

Course Pre-Requisites (if applicable): HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1181, HRCA 1182, HRCA 1183, HRCA 1197.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Provide care and assistance at a beginning level that recognizes and respects the uniqueness of each individual client.
CLO #2	Use an informed problem-solving approach at a beginning level to provide care and assistance for two dependent clients. The care provided promotes the physical, psychological, <u>cognitive, social</u> social, cognitive and spiritual <u>health and</u> well-being of clients <u>and</u> and families.
CLO #3	Provide <u>person-centred</u> care and assistance at a beginning level for clients experiencing complex health challenges.
CLO #4	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
CLO #5	Communicate clearly, accurately and <u>sensitively with clients and families</u> in <u>a variety of community and facility contexts</u> . sensitive ways with clients and families.
CLO #6	Provide personal care and assistance at a beginning level in a safe, competent and organized manner.
CLO #7	Recognize and respond to own self-development, learning and health enhancement needs
CLO #8	Perform the care-giver role in a reflective, responsible, accountable and professional manner

Instructional Strategies: Clinical instruction, supervision and evaluation.
Online activities

Evaluation and Grading

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

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Clinical

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

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

Course Change Request

Date Submitted: 05/08/23 10:19 am

Viewing: **HRCA 1190 : Lifestyle and Choices**

Last approved: 06/30/22 6:34 am

Last edit: 05/25/23 2:32 pm

Changes proposed by: lbeveridge

Programs referencing this course	156: Health Care Assistant Diploma (International Cohort) 50: Health Care Assistant Certificate
Other Courses	As A Banner Prerequisite:

Course Name:	Lifestyle and Choices
Effective Date:	September 2023
School/Centre:	Health Sciences
Is this a non-credit course?	
Department:	Health Care Assistant (5116)
Contact(s)	

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

Banner Course Name:	Lifestyle and Choices
Subject Code:	HRCA - Home Support/RCA
Course Number	1190
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code	VO
Bridge Billing Hours	0-1.5
Bridge Course Level	01

Course Description: This course introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing. ~~This course is part of the full-time Health Care Assistant Program~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path
1. 05/08/23 12:32 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:25 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:33 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History
1. Jun 7, 2022 by Nicole Degagne (ndegagne)
2. Jun 30, 2022 by Nicole Degagne (ndegagne)

Date Submitted: 05/08/23 10:21 am

Viewing: **HRCA 1191 : Interpersonal Communications**

Last approved: 06/30/22 6:34 am

Last edit: 05/25/23 2:33 pm

Changes proposed by: lbeveridge

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course

[156: Health Care Assistant Diploma \(International Cohort\)](#)
[50: Health Care Assistant Certificate](#)

Other Courses As A Banner Prerequisite:

Course Name: Interpersonal Communications

Effective Date: September 2023

School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

Approval Path

1. 05/08/23 12:35 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:25 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:33 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jun 7, 2022 by Nicole Degagne (ndegagne)
2. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Interpersonal Communications

Subject Code: HRCA - Home Support/RCA

Course Number: 1191

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description: This course focuses on the development of self-awareness, increased understanding of others and development of effective interpersonal communication skills that can be used in a variety of care-giving contexts. Students will be encouraged to become more aware of the impact of their own communication choices and patterns. They will have opportunity to develop and use communication techniques that demonstrate personal awareness, respect and active listening skills. **This course is part of the full-time Health Care Assistant Program**

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of DIAR

Course Learning Outcomes (CLO):

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

CLO #1	Identify the characteristics and qualities of effective interpersonal communications.
CLO #2	Discuss the interrelationship between self-awareness, self-esteem, and perception as these relate to communication choices and patterns.
CLO #3	Demonstrate effective, caring interpersonal communications with clients, colleagues and others.
CLO #4	Apply self-reflection and self-appraisal processes in order to increase own effectiveness in interpersonal contexts.

Instructional Strategies: Lecture.
 Variety of group activities.
 Online activities.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: C+ (64%) ~~C+ = 64%~~ plus satisfactory journal assignment

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests Assignments	20 35	Quizzes Written assignment
Assignments	<u>30</u>	<u>Assignment and/or graded activities.</u> Satisfactory written reflective journal (as per rubric)
Participation		Mandatory 85% attendance as per department requirements
Exam Midterm Exam	25 30	Midterm Exam Multiple choice exam
Exam Final Exam	25 35	Final Exam Multiple choice exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
 Online
 Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to Interpersonal Communication.
Knowledge of Self.
Non-Verbal Communication.
Responding to Others.
Conflict Management and Resolution.
<u>Electronic Communication Etiquette</u>

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

Rationale and Consultations

Course Change Request

Date Submitted: 05/08/23 10:23 am

Viewing: **HRCA 1192 : Introduction to Practice**

Last approved: 06/30/22 6:34 am

Last edit: 05/25/23 2:33 pm

Changes proposed by: lbeveridge

Programs referencing this course	156: Health Care Assistant Diploma (International Cohort) 50: Health Care Assistant Certificate
Other Courses	As A Banner Prerequisite:

Course Name: Introduction to Practice

Effective Date: September 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/08/23 12:36 pm
Lisa Beveridge (lbeveridge):
Approved for 5116 Leader
2. 05/09/23 10:25 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:33 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jun 7, 2022 by Nicole Degagne (ndegagne)
2. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Introduction to Practice

Subject Code: HRCA - Home Support/RCA

Course Number: 1192

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code: VO

Bridge Billing Hours: 0-1.5

Bridge Course Level: 01

Course Description: This course provides an introduction to the role of the Health Care Assistant within the British Columbia health care system. Students will be introduced to the health care team and the roles and functions of Health Care Assistants within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches. ~~This course is part of the full-time Health Care Assistant Program~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1	<u>Discuss</u> Display an understanding of the roles and responsibilities of Health Care Assistants within the health care system in British Columbia.
CLO #2	<u>Discuss strategies</u> Contribute to <u>support</u> the effective functioning of the health care team.
CLO #3	<u>Discuss the</u> Function in a responsible, accountable fashion recognizing legal and ethical parameters of <u>the</u> the HCA <u>role and requirements for responsible and accountable practice.</u> role:
CLO #4	Apply self-reflection and self-appraisal processes in order to recognize and respond to own self- development needs as a care provider:
CLO #5	Confidently conduct a job-search process:

Instructional Lecture
Strategies: Variety of group activities
 Online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u> Assignments	30	<u>Quizzes and Graded Activities</u> Written assignment
Assignments	35	Written assignment
Exam	35	<u>Final</u> Multiple choice exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
- Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
 Online
 Seminar

Hours in Category 1: 30

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Workplace Settings and Contexts.

Team Work in Healthcare Settings.

Legal and Ethical Issues.

Professional Approaches to Practice.

Self-Reflective Practice.

Employability Skills.

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

Rationale and Consultations

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

Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 05/08/23 10:36 am

Viewing: **HRCA 1291 : Cognitive & Mental Challenges**

Last approved: 06/30/22 6:34 am

Last edit: 05/25/23 2:33 pm

Changes proposed by: lbeveridge

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [156: Health Care Assistant Diploma \(International Cohort\)](#)
[50: Health Care Assistant Certificate](#)

Other Courses: As A Banner Prerequisite:

Approval Path

1. 05/08/23 12:37 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:25 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:33 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Cognitive and/or ~~and~~ Mental Health Challenges

Effective Date: September 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s):

History

1. Feb 5, 2020 by Todd Rowlatt (trowlatt)
2. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Cognitive & Mental Challenges

Subject Code: HRCA - Home Support/RCA

Course Number: 1291

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description: This course builds on content from other courses to assist students to explore concepts and care-giving approaches that will allow them to work effectively with individuals experiencing cognitive and/or ~~or~~ mental health challenges. The emphasis in this course is on supporting clients with dementia, recognizing responsive behaviours and identifying person-centred intervention strategies. ~~This course is part of the full-time Health Care Assistant Program~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

CLO #1	Describe ways to organize, <u>provide</u> administer and evaluate person-centred care and assistance for clients experiencing cognitive health challenges.
CLO #2	Describe ways to organize, <u>provide</u> administer and evaluate person-centred care and assistance for clients experiencing mental health <u>challenges</u> . challenges (other than dementia):
CLO #3	<u>Describe</u> Demonstrate an understanding of effective approaches <u>for responding to</u> <u>responsive and reactive</u> disruptive or abusive behaviours.
<u>CLO #4</u>	<u>Describe effective approaches for recognizing, responding to, and preventing elder abuse.</u>

Instructional Strategies: Lecture
Variety of group activities
Online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u>	<u>25</u>	<u>Quizzes and/or graded activities</u>
Assignments	<u>25</u> 30	<u>Written</u> Assignment and/or graded activities
<u>Exam</u> Midterm Exam	<u>25</u> 35	Multiple choice exam
<u>Exam</u> Final Exam	<u>25</u> 35	Multiple choice exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: Lecture
Online
Seminar

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Cognitive Challenges in Older Adulthood ~~Adulthood:~~

Mental Health Challenges ~~Abuse:~~

Responsive and reactive behaviours ~~Mental Health Challenges:~~

Elder Abuse

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

Course Change Request

Date Submitted: 05/08/23 10:37 am

Viewing: **HRCA 1292 : Common Health Challenges 2**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:33 pm

Changes proposed by: lbeveridge

Programs referencing this course: [50: Health Care Assistant Certificate](#)

Other Courses: As A Banner Prerequisite:

Course Name: Common Health Challenges 2

Effective Date: September 2023

School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/08/23 12:38 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:25 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:34 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jun 12, 2020 by Lisa Beveridge (lbeveridge)
2. Nov 10, 2021 by Darija Rabadzija (drabadzija)
3. Jan 20, 2022 by mschram
4. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Common Health Challenges 2

Subject Code: HRCA - Home Support/RCA

Course Number: 1292

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

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

Course Pre-Requisites (if applicable):
HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1182, HRCA 1183, HRCA 1197.

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

Instructional

Lecture

Strategies:

Variety of group activities

Online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u> Exam	<u>25</u> 20	<u>Quizzes and/or graded activities</u> Multiple-choice exam
Assignments	<u>25</u> 20	<u>Assignment</u> Assignment and/or graded activities
Exam	<u>25</u> 30	Multiple choice exam
Exam	<u>25</u> 30	Multiple choice exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

LectureOnlineSeminar

Hours in Category 1:

60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

1. Medical terminology
2. Challenges to health and healing
3. Nutrition and Common Health Challenges
4. healing
- ~~4.~~ End-of-life care

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

Rationale and Consultations

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

Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 05/08/23 10:38 am

Viewing: **HRCA 1293 : Personal Care & Assistance 2**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:34 pm

Changes proposed by: lbeveridge

Programs referencing this course	156: Health Care Assistant Diploma (International Cohort) 50: Health Care Assistant Certificate
Other Courses	As A Banner Prerequisite:

Course Name: Personal Care & Assistance 2

Effective Date: September 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/08/23 12:38 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:26 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:34 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jun 12, 2020 by Todd Rowlatt (trowlatt)
2. Nov 10, 2021 by Darija Rabadzija (drabadzija)
3. Jan 20, 2022 by mschram
4. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Personal Care & Assistance 2

Subject Code: HRCA - Home Support/RCA

Course Number: 1293

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

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

Course Pre-Requisites (if applicable):

HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1181, HRCA 1182, HRCA 1183, HRCA 1184, HRCA 1197.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

Instructional Strategies: [Lecture](#)
[Demonstrations of skills](#)
[Lab activities](#)
[Online activities](#)
[Variety of group activities](#) ~~Lecture, Variety of group activities, Demonstrations of skills, Lab activities, Online activities Attendance of all PCA classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role. As per the BC Care Aide and Community Health Worker Registry students may not miss more than 15% of scheduled classroom and/or laboratory experiences. Where students exceed this maximum, the College may withdraw the student from the program.~~

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: C+ (64%) and Satisfactory on an integration exercise

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>25</u>	Quizzes and/or online graded activities
Assignments	25 30	Written assignment
Exam Midterm-Exam	25 35	Midterm Multiple choice exam
Exam Final Exam	25 35	Final Multiple choice exam
Lab Work	<u>S/U</u>	Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric)

Hours by Learning Environment Type

To complete this section:
 1. Enter the total course hours.
 2. Check all instruction types that could be applicable for this course.
 3. Breakdown the total hours into each relevant category where instruction types are selected.
 Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 72

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply: [Lecture](#)
[Online](#)
[Seminar](#)

Hours in Category 1: 24

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: [Lab](#)

Hours in Category 2: 48

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Problem-solving when carrying out care-giving procedures.
Asepsis and prevention of infection.
Promoting comfort and rest.
Promoting personal hygiene.
Moving, positioning and transferring a client.

Course Topics:

Bedmaking. ~~Bedmaking in acute care.~~

Promoting exercise and activity.

Assisting with dietary intake. ~~Promoting healthy nutrition and fluid intake.~~

Promoting urinary and bowel elimination.

Hand and Foot Care

Compression Stockings

Measuring vital signs

Heat and cold applications

Assisting with medications for clients able to direct own care

Assisting with oxygen needs

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

Rationale and Consultations

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

Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal Health Care Assistant Certificate - Regular Program

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

Date Submitted: 05/08/23 10:41 am

Viewing: **HRCA 1294 : Clinical 2**

Last approved: 06/30/22 6:35 am

Last edit: 05/25/23 2:34 pm

Changes proposed by: lbeveridge

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Programs referencing this course: [50: Health Care Assistant Certificate](#)

Other Courses: As A Banner Prerequisite:

Course Name: Clinical 2

Effective Date: September 2023

School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

Approval Path

1. 05/08/23 12:38 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/09/23 10:26 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/25/23 2:34 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 1, 2020 by Todd Rowlatt (trowlatt)
2. Dec 8, 2021 by Darija Rabadzija (drabadzija)
3. Jan 20, 2022 by mschram
4. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Clinical 2

Subject Code: HRCA - Home Support/RCA

Course Number: 1294

Year of Study: 1st Year Post-secondary

Credits: 6

Bridge College Code: VO

Bridge Billing Hours: 0-6

Bridge Course Level: 01

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

Course Pre-Requisites (if applicable):
HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1181, HRCA 1182, HRCA 1183, HRCA 1184, HRCA 1197, HRCA 1293, HRCA 1291, HRCA 1292.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Details of DI AD:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Provide care and assistance that recognizes and respects the uniqueness of each individual client.
CLO #2	Use an informed problem-solving approach to provide care and assistance for five or six dependent <u>clients that promotes the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families.</u> residents. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.
CLO #3	Provide <u>person-centred</u> care and assistance for clients experiencing complex health challenges.
CLO #4	Provide <u>person-centred</u> care and assistance for clients experiencing cognitive and/or mental health challenges.
CLO #5	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
CLO #6	Communicate clearly, <u>accurately,</u> accurately and <u>sensitively with clients and families in a variety of community and facility contexts.</u> sensitive ways with clients and families:
CLO #7	Provide personal care and assistance for five/six residents in a safe, competent and organized manner:
CLO #8	Recognize and respond to own self-development, learning and health enhancement needs
CLO #9	Perform the care-giver role in a reflective, responsible, accountable and professional manner

Instructional Clinical instruction, supervision and evaluation.

Strategies: Online activities

Evaluation and Grading

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

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply: Clinical

Hours in Category 2: 180

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

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

Course Topics:

Responsibility

Professional behavior

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal Health Care Assistant Certificate - Regular Program

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultation

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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:

Course Change Request

Date Submitted: 05/08/23 10:43 am

Viewing: **HRCA 1391 : Community Practicum**

Last approved: 06/30/22 6:34 am

Last edit: 05/25/23 2:34 pm

Changes proposed by: lbeveridge

In Workflow

- 1. **5116 Leader**
- 2. **SHS Dean**
- 3. **Curriculum Committee**
- 4. **Education Council**
- 5. Records
- 6. Banner

Programs referencing this course: [50: Health Care Assistant Certificate](#)

Approval Path

- 1. 05/08/23 12:39 pm
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
- 2. 05/09/23 10:26 am
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
- 3. 05/25/23 2:34 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name: Community Practicum
Effective Date: September 2023
School/Centre: Health Sciences
Department: Health Care Assistant (5116)
Contact(s)

History

- 1. Jul 14, 2018 by Judy Christie (jchristie)
- 2. Jan 17, 2020 by Todd Rowlatt (trowlatt)
- 3. Nov 10, 2021 by Darija Rabadzija (drabadzija)
- 4. Jun 30, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name: Community Practicum
Subject Code: HRCA - Home Support/RCA
Course Number: 1391
Year of Study: 1st Year Post-secondary
Credits: 2

Bridge College Code: VO
Bridge Billing Hours: 0-2
Bridge Course Level: 01

Course Description: This practical course provides students with an opportunity to apply knowledge and skills from all other courses in the Health Care Assistant program with individuals and families in a community setting. Opportunity will be provided for students to become more familiar with the role of the Health Care Assistant within a Home Support Agency, Assisted Living facility or a Group Home, and gain abilities that will prepare graduates for employment in these settings. It is important that students understand the philosophy of community care settings and its emphasis on client choice and independence.

Course Pre-Requisites (if applicable):
HRCA 1294.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Details of Program:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Provide person-centred care and assistance that recognizes and respects the uniqueness of each client.
CLO #2	Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, <u>cognitive</u> , social, cognitive and spiritual <u>health and</u> well-being of clients <u>and</u> and families.
CLO #3	Provide <u>person-centred</u> care and assistance for clients experiencing complex health challenges.
CLO #4	Provide <u>person-centred</u> care and assistance for clients experiencing cognitive and/or mental health challenges.
CLO #5	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
CLO #6	Communicate clearly, <u>accurately</u> , accurately and <u>sensitively in sensitive ways</u> with clients and families <u>in within</u> a variety of <u>community and facility</u> contexts.
CLO #7	Provide personal care and assistance in a safe, competent and organized manner.
CLO #8	Recognize and respond to own self-development, learning and health enhancement needs.
CLO #9	Perform the care-giver role in a reflective, responsible, accountable and professional manner.

Instructional Strategies: Clinical instruction and supervision by agency and facility staff and evaluation by faculty.
Online activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: Satisfactory + 100% attendance

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum		Practical evaluation of performance as per <u>course learning outcomes, rubric</u>
Attendance		<u>Mandatory 100% attendance</u> , Mandatory 100% attendance as per BC Care Aide Registry requirements

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply: Practicum

Hours in Category 3: 60

Course Topics

Course Topics:

1. Performance of skills
2. Medical asepsis
3. Body mechanics
4. Safety
5. Organization
6. Communication
7. Responsibility
8. Professional behavior



INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	June 13, 2023
ISSUE:	Minor curriculum changes approved by Curriculum Committee (Jan–May 2023)

From January to May 2023, Curriculum Committee approved the following minor curriculum changes:

- Updates to the Graphic Design Diploma program content guide to include Prior Learning Assessment & Recognition (PLAR), and revisions to the grading scale
- Updates to admission requirements in the Access to Practical Nursing Diploma program content guide
- Updates to the Automotive Service Technology Diploma program content guide, including moving courses between terms and edits to admission requirements language
- Updates to the Optician Diploma program content guide to remove references to specific industry certifications
- Updated references to the ABE Articulation Handbook in four course outlines, as well as minor edits to some pre-requisites, topics, and hours:
 - CHEM 0983 Chemistry 12 Part 1
 - CHEM 0993 Chemistry 12 Part 2
 - PHYS 0983 Physics 12 Part 1
 - PHYS 0993 Physics 12 Part 2
- Updates to evaluation plans in BIOL 1120 Human Anatomy & Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2
- Updates to course REAL 1110 Building Service Management, including removing references to professional associations that no longer exist
- Deactivation of the Online/eLearning Instruction Certificate, which was replaced by the Teaching Online Certificate, and three courses:
 - EDUC 4150 Online/eLearning: Principles and Processes
 - EDUC 4151 Design and Develop Interactive eLearning
 - EDUC 4152 Delivery of eLearning
- Deactivation of 13 courses in the Health Unit Coordinator program, which have been replaced:
 - HLUC 1100 Medical Terminology
 - HLUC 1110 Professional Practice

- HLUC 1120 Admit, Transfer and Discharge
- HLUC 1130 Professional Communications
- HLUC 1200 Physicians' Orders 1
- HLUC 1210 Physicians' Orders 2
- HLUC 1220 Physicians' Orders 3
- HLUC 2300 Physicians' Orders 4
- HLUC 2310 Physicians' Orders 5
- HLUC 2320 Physicians' Orders 6
- HLUC 2330 Clinical Preparation
- HLUC 2400 Clinical Practicum 1
- HLUC 2410 Clinical Practicum 2

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: May 30, 2023



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 13, 2023

ISSUE: Policy Renumbering and Recategorization

BACKGROUND: In 2020, as part of the renewal of the College's policy framework, a proposal was put forward to renumber and recategorize College policies. During the consultation process, and in various presentations, this recommendation and the proposed new structure were well received. This initiative has been on hold, pending the redesign of the policy web page.

DISCUSSION:

As updates to the policy web page get underway, this is an opportune time to make policies more accessible on the website. The proposed new numbering and categorization structure will:

- shift the focus from policy numbers to policy names;
- create accurate categories and sub-categories; and
- allow for more advanced sort and search options on the website.

Appendix A outlines the proposed policy restructuring and renumbering. A similar version of this document was presented to Senior Team and Governance Committee in 2020. In 2021, it was circulated to Administrative Policy Committee, Education Policy Committee and Education Council for feedback and comments.

The policy renumbering and recategorization process will take place over the next few months and will be implemented at the launch of the newly designed policy web page.

Prepared by:

Nicole Degagne
Coordinator, Curriculum and Policy

Appendix A: Recommended Policy Recategorization and Renumbering

CATEGORIES

Current	Proposed (Three Digit Numbering)
A. <u>Governance</u>	100 Governance, Financial Management and Operations (high level oversight, Finance, Procurement, Facilities, Services)
A.1 Board of Governors	
A.2 Education Council	
A.3 College Wide	
B. <u>Administration</u>	200 People Services and Health and Safety (Human Resources, Security, Risk Management, Environment)
B.1 Financial	300 Students (Admissions, Registration, Student Services and Support)
B.2 Human Resources	
B.3 Facilities	
B.4 Purchasing	400 Academic and Instruction (Research)
B.5 Information Technology	
B.6 General Administration	500 Information Management and External Relations (IT, Library, Copyright, Marketing, Communications)
C. <u>Education</u>	
C.1 Students	
C.2 International	
C.3 Programs & Instruction	
D. <u>Education Support</u>	
D.1 Support Services	
D.2 Financial Aid & Awards	
D.3 Admissions	
D.4 Students	
D.5 Instructional Support	
E. <u>Marketing, Communications & Development</u>	
E.2 Fundraising	
E.3 Sponsorship	
E.5 Media Relations	
F. <u>Applied Research</u>	

PROPOSED NEW NUMBERING

Number	Category	Policy # and Name
100	Governance, Financial Management and Operations (high level oversight, Finance, Procurement, Facilities, Services)	<p>101 – Policy Development and Management (A.3.2)</p> <p>110 – Expenses and Travel (B.1.3)</p> <p>111 – Cash Handling (C.1.12)</p> <p>112 – Honoraria (B.1.13)</p> <p>113 – Establishing Discount Rates for VCC employees, students (B.3.10)</p> <p>114 – Signing and Spending Authority (B.1.10)</p> <p>115 – Financial Responsibility and Accountability (B.1.7)</p> <p>116 – Selection and Appointment of Auditors (B.1.8)</p> <p>117 – Capital Assets (B.1.11)</p> <p>118 – Unclaimed Funds (B.1.1)</p> <p>119 – Investment (B.1.9)</p> <p>130 – Procurement (B.4.1)</p> <p>140 – Rental of College Facilities (B.3.3)</p> <p>141 – Space Allocation and Room Booking (B.3.4)</p> <p>142 – Use of College Supplies, Products, Services, Facilities (B.3.9)</p> <p>143 – Unscheduled Campus Closures (A.3.5)</p> <p>144 – Serving Liquor on VCC Property (B.3.6)</p> <p>145 – Ancillary Services (B.3.5)</p> <p>146 – Parking (B.3.7)</p>
200	People Services; Health and Safety (Human Resources, Security, Risk Management, Environment)	<p>201 – Prevention of Harassment, Discrimination and Bullying (A.3.1)</p> <p>202 – Standards of Employee Conduct & Conflict of Interest (A.3.6)</p> <p>203 – Whistleblower (B.2.19)</p> <p>204 – Selection of Administrators (B.2.2)</p> <p>205 – Qualifications for Faculty Members (C.3.11)</p> <p>206 – Qualifications for Continuing Studies Instructors (C.3.12)</p> <p>207 – International Travel Risk & Security (B.2.1)</p> <p>210 – Sexual Violence and Misconduct (A.3.10)</p> <p>211 – Violence Prevention (A.3.8)</p> <p>220 – Emergency Management (A.3.11)</p> <p>221 – Smoke-Free Campus (B.3.8)</p> <p>222 – Environmental (A.3.7)</p>
300	Students (Admissions, Registration, student-related Services and Support)	<p>301 – Admissions (D.3.6)</p> <p>302 – Flexible Admissions (D.3.6.1)</p> <p>303 – Registration (C.1.6)</p> <p>304 – Indigenous Education Enrolment (D.3.10)</p> <p>310 – Tuition & Fees (D.3.7)</p> <p>311 – Tuition & Fee Refund (D.3.4)</p> <p>312 – Tuition and Fee Waiver for Employees (D.3.3)</p> <p>314 – Student Financial Aid (D.2.3)</p> <p>315 – Awards (D.2.2)</p> <p>316 – Prior Learning Assessment and Recognition (D.3.5)</p> <p>317 – Transfer Credit (D.3.11)</p> <p>320 – Student Appeal of Suspension to Board of Governors (A.1.2)</p> <p>321 – Appeal to Education Council on Educational Matters (A.2.1)</p> <p>322 – Appeal of Final Grade (C.1.2)</p>

Number	Category	Policy # and Name
		324 – Student Non-Academic Conduct (D.4.3) 325 – Academic Integrity (D.4.5) 326 – Requirements for Student Attendance and Participation (C.1.5) 327 – Students with Disabilities (D.4.1)
400	Academic and Instruction (Research)	401 – Academic Schedule (C.3.15) 402 – Academic Year (C.3.13) 403 – Program Review and Renewal (C.3.2) 404 – Program Advisory Committee (C.3.1) 405 – Education Services Renewal (D.1.1) 406 – Education Service Contract (C.3.5) 407 – Education Affiliations (C.3.10) <u>Instruction</u> 410 – Curriculum Development and Approval Process(C.3.14) 411 – Grading, Progression and Withdrawal (C.1.1) 412 – Granting of Credentials (C.1.3) 413 – Assignment of Credits to Courses (C.1.4) 414 – Suspension and/or Discontinuance of Programs (C.3.3) 415 – Off-Campus Activity Involving Students (C.3.7) 416 – Lending and Borrowing College Equipment (D.6.1) <u>Research</u> 420 – Ethical Conduct for Research Involving Humans (F.1.1) 421 – Ethics and Integrity in Research and Scholarly Activity (F.1.2)
500	Information Management and External Relations (IT, Library, Copyright, Marketing, Communications)	501 – Freedom of Information and Protection of Privacy (A.3.3) 502 – Sharing & Stewardship of Information (B.5.1) 503 – Electronic Mail (Employees) (B.5.4) 504 – Internet of Things (B.5.5) 505 – Appropriate and Responsible Use of Education and Information Technology (B.5.2) 510 – Copyright (D.1.3) 511 – Selection of Instructional and Library Materials (D.1.2) 512 – Use of Library Resources (D.1.5) 513 – Curriculum/Educational/Institutional Materials Created Within the College (D.1.4) 520 – Records Management (A.3.9) 521 – Archives (B.6.1) 530 – Sponsorship (E.3.1) 531 – Named Recognition of Assets (E.2.1) 532 – Media Relations (E.3.5)



INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	June 13, 2023
ISSUE:	Education Quality Committee Annual Review

The Education Quality Committee (EQC) held its annual discussion with School deans on March 7, 2023. In previous years, the committee met separately with individual deans. This year, a new approach was trialled: a panel discussion with all deans focusing on a few key questions (listed below). The goal was to identify key trends and barriers in VCC's systems, focusing on ways to improve or model best practices to others in the institution.

This conversation provided input for further discussions among EQC members at multiple meetings. This report attempts to capture the major points of the committee's discussion and is not a direct reflection of the deans' reports.

Many thanks to the deans for their thoughtful and reflective comments.

- Tannis Morgan, Associate Vice President Academic Innovation and Dean of Instructor Education
- Dennis Innes, Dean of Hospitality, Food Studies and Applied Business
- Adrian Lipsett, Dean of Continuing Studies
- Shirley Lew, Dean of Arts and Sciences
- Jo-Ellen Zakoor, Dean of Health Sciences
- Lucy Griffith, Acting Dean of Trades, Technology, and Design (sent regrets)

Accomplishments

*What are you **most proud** of this year?*

- **Responding to social needs:** Health Sciences launched its first international Health Care Assistant Diploma, with the first cohort starting in January, addressing an urgent need for more trained health care workers. Arts and Sciences is working to save Douglas College's suspended Sign Language Interpreting Diploma by bringing it to VCC.
- **Responding to calls to Indigenize:** Health Sciences launched a new course, Impacts of Colonization on the Health and Wellbeing of Indigenous People, as part of the HCA Diploma; they are exploring how to offer this course more widely in other health programs and throughout the College.
- **Responding to increased international student demand:** Additional cohorts launched in Early Childhood Care and Education and the Networking Technology and Administration Security Diploma program.

- **High engagement in program renewals**, such as University Transfer and Basic Education programs, shows commitment to serving students: “we are all here and focused on students.”
- **Excellence in service**: The Library won the Service Award at VCC Day. The Learning Centre’s impact on students has been recognized in news articles.
- **Student success stories**: A student making it to Vancouver from the Ukraine in order to start our Music program (tears were shed!).

Delivery Mode

Question: Reflect on how decisions are made regarding **delivery mode**: online or blended or face-to-face or HyFlex. How are those decisions being made, what is working and what might need to change? In light of recent developments in technology and online learning, how do you see the role of traditional campus-based learning evolving over the coming years?

The Committee heard from the deans that currently, decisions regarding delivery mode are made at a **department level**. The COVID-19 pandemic forced all programs into trialling online delivery in some fashion. Some were already online or blended; others moved online or blended and stayed there; and some have moved back to fully or primarily face-to-face, based on their areas and their pandemic experiences.

The overarching message from the deans of all schools was the need for an **intentional strategy**: an approach that is well-designed, coherent and consistent in how and why delivery decisions are made. However, a consistent approach does not mean the same strategy or model for all programs. There are important variables like accessibility, equity, enrolment risk and specific learning requirements that must be kept front of mind:

- Access considerations such as commutes, work and family responsibilities, accommodating health situations, digital literacy skills
- Current findings that many types of learning disabilities might be better supported through face-to-face delivery
- Immigration, Refugees, and Citizenship Canada requirement that international students receive at least 50 percent face-to-face instruction
- Need for hands-on work in labs, clinics, garages, kitchens and salons to be done in-person

The Committee reflected on the barriers to developing that consistent strategy:

Workload: Many departments have no break in their program or have very limited instructor complements. A few areas can access Assigned Duty (AD) time, but most cannot; Continuing Studies instructors do not have either AD or Professional Development (PD) time available. Areas with limited breaks or small complements often struggle with group curriculum development. There are many competing priorities and demands on their capacity including curriculum revisions to align with regulatory bodies, industry and community needs.

Design specialists: Traditionally, VCC instructors are expected to be experts at all things related to their program, beyond their content knowledge and teaching skills. The Committee discussed how instructional and online design are both additional skillsets. The College has insufficient design expertise outside of the Centre for Teaching, Learning and Research (CTLR).

The CTLR has developed valuable resources and offers support and workshops, but its capacity is limited.

Standardization: One challenge for creating consistency in delivery and student experience is the wide variation in Moodle course shells. This variation can be challenging to students: navigating different setups, different levels of resources, and the potential perception of unequal quality of education received, or of educational experience, depending on how well online content is designed within a given course or course section. A **consistent experience** within a program to help reduce the cognitive load for students should be a priority. A Continuing Studies project this year is to create a baseline standard for all their Moodle shells. An important aspect of this is balancing standardization and a paradigm shift focusing on a program-level view of teaching and learning while maintaining a sense of instructor autonomy, academic freedom and ability to innovate within a course.

For the Education Quality Committee, what steps do we take next?

Balancing standardization. There is a role for EQC to look at the tensions and barriers of standardization within programs: the College mandate, academic freedom, subject matter expertise, intellectual property, instructional design and student experience. A discussion that includes widespread consultation to develop a well-founded approach is recommended. Key questions are: What are *institutional* standards, and what is decided on the *program* level? How are those standards developed and agreed upon?

Frameworks to support intentional and consistent delivery. The Online Strategy (OLS 2.0) is being reframed to focus on an overall strategy for all types of delivery. The RFQ Academic Process provides an overarching framework for program development and maintenance. Are these the necessary steps for building an intentional strategy? Does Education Council support this intentional and consistent approach to (online) delivery; if yes, how can it support this development? For EQC, how is a strategy around delivery integrated into program renewal? How does it impact cohort-based programs compared to course-based offerings?

Program Design Sprint. A pilot project for the Hospitality Management program last year consisted of a condensed, intense curriculum design process. All faculty were involved, using their assigned duty (AD) month. The project was supported by instructional designers. The combination of concurrent development and design support facilitated consistency in the work developed. One consideration for replicating this approach in future curriculum development is that not all areas have AD, making it more challenging to bring all instructors together at the same time. In addition, we are still learning how best to mesh external designers with internal support areas within the College as well as ensuring that faculty within programs are consulted about the needs and outcomes of a design sprint.

Student Wellbeing and Mental Health

*How are your programs dealing with **student wellbeing and mental health**? What is working, what is sustainable, and what might need to change?*

Student mental health and wellbeing was one of the most common concerns raised in annual program reviews by departments. This was identified as one of the biggest issues currently facing our students, and its impact on learning is challenging to fully understand and mitigate. It is a topic

of conversation at many tables across the province. There are numerous contributing factors: continuing impact from the pandemic (lack of preparation in high schools for in-person learning, isolation, fears of returning to campus); high cost of living and education; housing; and world events in general. We are seeing a major spike in student disability accommodations, particularly related to anxiety, with many of the causes being beyond the scope of the College.

Student Services provide excellent support, including the new Togetherall pilot (an online community for anonymous support for mental health and wellbeing) but resources are already at capacity, and it is challenging to provide information about resources to students before the crisis point.

The Committee reflected on:

- How much is within VCC's responsibility and ability to address these stressors and provide a level of social services?
- What is the College's responsibility versus the responsibility of the community at large and other government agencies?
- How can the College respond to broader social stressors (e.g., lack of affordable housing)?
- How are we making students aware of services? How can we take a more proactive approach? How are we intentionally creating space for students to access services according to their needs?

The Committee discussed how VCC's culture of going above and beyond to support students is an important element to engage with. Does this culture also put additional pressure on students? Can our desire for student success become harmful if it evolves into an institutional desire to "rescue" students? What is the impact on student wellbeing, compared with using an ethical framework to decide when a student is not ready and to help them find a different option? How does the College's Mental Health and Wellbeing Framework impact this cultural element? What is the impact of these cultural expectations on instructor mental health? Are these expectations sustainable?

The Committee discussed how it could support ongoing developments and improvements, understanding that the support and integration of wellbeing into programs is crucial.

Program Structure. Already under discussion with the Registrar's Office, initiatives with a potential positive impact on mental health are breaks in program schedules and terms, looking for opportunities for programs to lighten the credit load, scaling back and focusing on the content and competencies students need to have at the start of their careers. Previous program designs that prioritized speed in getting students to graduation and into the workforce might not be right for our current context, though the focus of the Ministry's Future Skills Grant on short-term and fast training complicates this picture even further. As with delivery mode, a deep awareness of mental health and wellbeing must be part of the intentional design process discussed above. How does the Mental Health and Wellbeing Framework speak to this curricular integration, and how can other areas of the College support it?

Universal Design for Learning (UDL). The principles of UDL urge us to design for students traditionally viewed as being in the margins and have the potential to reduce the need for accommodations while providing benefits to all students. The UDL framework promotes more flexibility and options for how students engage with and perceive content and how they show their knowledge. The implementation of these principles helps establish a more consistent classroom experience (in any delivery mode) and again has the benefit of

reducing cognitive load and student stress. The CTLR has made a particular effort to expand instructor understanding and use of UDL principles. Although no official metrics have been used to measure the increase in capacity for UDL implementation, the online developers are seeing an increasing number of requests for assistance with creating standardized Moodle shells for departments, requests for audits of Moodle shells to evaluate where UDL principles can be enhanced. Additionally, the Let's Talk about UDL video series is getting more views and recognition with faculty.

Wraparound Services. Knowing how and where to access services is often a significant barrier to students. Lack of centralized information also creates challenges for employees looking to connect students with appropriate resources, placing additional pressure on them to know all the ways to support their students. Continuing Studies noted that an explicit accounting of the supports needed to deliver programming results in higher completion rates. For example, wraparound services provided through PDO delivery in rural areas may include internet, electronic devices, childcare, and transportation. EQC should engage with Student & Enrolment Services to understand how these concepts can be prioritized and supported, potentially through integration into the renewal process.

Student Recruitment, Retention and Progression

What has worked in supporting student recruitment, retention and progression? What systems do we have in place that are helping or could be improved?

Domestic enrolment is down across the sector, impacting all areas of the College. A number of initiatives are focused on improving the recruitment and admissions process, a key consideration in the RFQ Academic Process:

- **Online Registration.** Continuing Studies has implemented Destiny One as an online registration system, with over a third of domestic registrations now going through this online portal.
- **Reviewing internal practices to address systemic challenges.** The Health Unit Coordinator program has formed a working group with the Registrar's Office on a student communications strategy (e.g., letter sent to students states they are waitlisted, instead of that they are being offered a seat, leading some students to select a different institution).
- **Marketing.** Marketing of programs was a recurring theme. Continuing Studies is assessing the impact of different marketing efforts (digital ads, social media ads) and setting up a process for timely evaluation and targeting of different types of advertising. Both the School of Instructor Education (SIE) and the School of Arts & Sciences (SAS) are reviewing how individual courses are marketed on VCC's website. Their offerings do not benefit from the program-focused approach of our website, as students are primarily interested in courses.
- **Strategic Enrolment Management (SEM).** Reba Noel, Associate Director of Student Recruitment and Learner Engagement, is focused on improving SEM practices at the institution.

The Committee reflected on challenges around systemic support of progression, retention and completion.

- **Need for early alert systems.** There are no early alert options set up in Banner to identify students that are struggling and may require more support. Without the technological

support and a centralized, institution-wide automated processes, the onus is on individual departments to establish their own manual processes. Student Services are not automatically notified, and there is a risk of students falling through the cracks.

- **Limitations of data.** Institutional Research can provide data on progression and attrition, but not at an early enough stage within a term for interventions to be optimally effective. Progression data is less applicable for shorter or course-based programming; completion is more important, and areas are addressing this through curriculum redevelopment. Understanding student intent, especially in course-based learning, is difficult. Do they want to complete a full program, or is their intent to complete only a course or two?

The Committee reflected on initiatives we could review and support related to retention and progression:

- **Prior Learning Assessment and Recognition (PLAR).** An environmental scan is underway, with an understanding that PLAR can lead to better retention and progression.
- **Student orientation and community-building.** Hospitality, Food Studies and Applied Business has established early orientation meetings for their new cohorts to build community for students as they begin their program, and to set expectations. This approach is working well, with benefits to both student wellbeing and retention. Orientation for students looks very different around the College: sometimes slim, sometimes extensive. Even extensive orientations can become information overload for students just beginning a program, but the time pressures (real and perceived) within programs can limit options. What does an effective orientation program that centres wellbeing, student success and retention look like? How could we effectively model options to departments (e.g., at Leaders' Forum).
- **Curriculum adjustments to support completion.** Ensuring demands on students are proportional to the learning outcomes (e.g., EAL Pathways renewal; courses in Basic Education (Arts and Sciences) being split up to provide more time for completion and to better track progress). Is this work already happening consistently in the College? Does EQC have a role in analyzing this factor?

Quality

*How is **quality being measured/monitored** in all modalities (e.g., online, face-to-face)? Are there any overall challenges that you think are important to consider from a quality assurance perspective / or are there any overall challenges that you think this committee should know about?*

The deans' thoughts on quality began in a philosophical place. The first comment was that "quality is an elusive concept." How can we know when we have achieved it? It needs to be a function of our culture, informing our decisions, rather than an endpoint to reach.

During VCC's Quality Assurance Process Audit (QAPA) review in 2018/19, our tools and processes were viewed positively. We have solid educational policies and governance processes; supports from the Centre for Teaching, Learning and Research; many active Program Advisory Committees; internal and external review processes such as articulations, accreditations and renewals; and some level of progression reports and course evaluations (more on those in the next paragraph).

The Committee reflected on barriers to quality at VCC and reframed the question as one of quality as instructor excellence. How effectively is the College creating an environment that supports instructor excellence? How is the voice of the students reflected in this? How do we manage quality assurance?

Related considerations:

- **No Quality Assurance Office or dedicated QA practitioners.** Unlike at some other institutions, QA work falls on deans, department heads and instructional associates. Follow-up and the measurement of impact are ongoing challenges.
- **Limited QA audit mechanisms.** The CTLR provides checklists and information on good design and delivery practices, but there is no ongoing process to audit courses and provide feedback to individuals or departments. Many courses are designed by a single individual, rather than a design team, leading to a lack of standardization. Design work is mostly done by subject matter experts, and while CTLR is available, not all SMEs access or are aware of the support.
- **Data and Data Management Tools.** As discussed earlier, data about student progress is not always available at the right times or readily accessible, although data management tools are being built by Institutional Research for departments to access. There may also be a knowledge management gap in that departments are not aware of what data is collected and could be made available. The result is a culture that is not very data-driven.
- **Course Evaluations.** Additional work developing a course evaluation system is needed, as are additional resources and tools (e.g., course evaluation software, early alert systems). In addition, the College does not currently collect significant amounts of disaggregated data about our students or our instructors. This prevents an analysis of data related to equity and diversity to determine trends that are impacting us. The survey completed for the Mental Health and Wellbeing Framework provides some data that this Committee should look at.
- **Student Voice.** Course evaluations are limited at our institution, and there are equity concerns around course evaluations, as reflected in the academic literature on the topic. What are other ways to give students a meaningful voice? How are we communicating back to students that their voices are heard and that things have changed as a result of their feedback?

EQC should engage in these questions. How does the practice of instructor assessment facilitate a culture of instructor excellence? What are some positive steps and tools to achieve a culture of excellence?

Next Steps for the Education Quality Committee (pending our next meeting)

1. Discuss the tensions and barriers of standardization within programs (the College mandate, academic freedom, subject matter expertise, intellectual property, instructional design and student experience) and develop a plan to mitigate them.
2. Review the OLS 2.0 Delivery Strategies and incorporate its considerations into the QA processes.
3. Engage with the integration of the Mental Health and Wellbeing Framework into renewal and program development.

4. Assess the benefits, risk, barriers and impacts to an early alert system.
5. Explore the effective use of orientation and other community-building opportunities with programs and areas.
6. Research Quality Assurance offices at other BC post-secondary institutions to inform a discussion of the feasibility of a QA office at VCC.
7. Explore the culture of quality as instructor excellence.
8. Improve processes for capturing the student voice as it relates to educational experience and quality.

Committee Membership

Claire Sauvé, Associate Director, Continuing Studies
 Clay Little, Associate Director, Indigenous Education and Community Engagement
 David Wells, Vice President, Academic & Research
 Emily Simpson, Faculty, Centre for Teaching, Learning & Research
 Heidi Parisotto, Faculty, Health Sciences
 Gabriel Sarnoh, Student Representative
 Jo-Ellen Zakoor, Dean of Health Sciences
 Louise Dannhauer, Faculty, Trades, Technology & Design
 Natasha Mandryk, Chair, Education Council
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Associate Director, School of Health Sciences
 Tannis Morgan, Associate Vice President, Academic Innovation
 Todd Rowlatt, Faculty, Library, Teaching & Learning Services
 Vivian Munroe, Support Staff, Academic Scheduling

PREPARED BY: Todd Rowlatt, Chair, Education Quality Committee

DATE: June 6, 2023



PROGRAM RENEWAL

Summary Report

Legal Administrative Assistant Certificate

Submitted to

Dennis Innes, Dean, School of Business and Hospitality

David Wells, Vice President Academic, Students & Research

Natasha Mandryk, Chair, Education Council

**Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5**

On May 15, 2023

By

Julia Slade, Department Leader
Meena Sadioura, Instructor
Meghan Carter, Instructor
Nicole Loeppky, Instructor
Gayle Spurr, Program Assistant
Sherry Pidperyhora, Institutional Research
Julie Gilbert, Instructional Associate, CTLR
Dennis Innes, Dean, School of Business and Hospitality

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1 Executive Summary

The Legal Administrative Assistant (LAA) program is a 5-month, full-time certificate program in which students learn foundational skills in supporting a legal team with administrative and varying degrees of legal functions. Students are exposed to Legal Office Procedures, the areas of Litigation, Family Law, Conveyancing, Wills and Estates, Corporate Law and Speed and Accuracy Keyboarding. Currently the program concludes with a 2-week practicum.

Additionally, students learn effective use of electronic resources, proofreading and editing skills, transcription equipment and software, and refine written English communication. The qualities of confidentiality, taking initiative, critical thinking, and professional integrity is also reinforced to support their participation in the life of legal documents.

Evidence from student feedback, industry feedback and hiring activity indicate that the program is solidly constructed, with courses sequenced from foundational to more advanced, with knowledge and skills consolidated in a final practicum.

Students are employed almost immediately, and many are offered a position at the conclusion of their practicum. As Institutional Research June 2022 Graduate Survey shows 95% of graduates who responded are employed on a full-time basis, 81% in the legal field. Graduates generally speak highly of the training they received and the relevance of the education in preparing them for finding a job. The attrition rate is low and mostly attributed to health or personal reasons. VCC has the shortest length of all other public Post-Secondary Institution LAA programs.

Key recommendations from the self-study are largely based on the requirement for curriculum modifications. These include, but are not limited to, a review of entrance pre-requisites and accurate representation of same, workload impact on student learning, the physical learning environment, lack of Canadian legal administration textbook resources, and providing students with skills for professionalism and workplace expectations.

2 Self-Study Report Summary

Overview

The Self-study report is evidence based and includes data from students, faculty, graduates, industry representatives, and labour markets.

Curriculum and Instruction

A review of the LAA curriculum by faculty indicates the current outcomes prepare students for successful entry into a career as a junior legal administrative assistant. The department works collaboratively with each other, learners, and stakeholders to define and monitor outcomes. Currently the outcomes are being met, however, there are opportunities to enhance teaching strategies for both course and program goals.

The increased skill set for legal administrative assistants, as required for advances in technology and skill delegation, need to be reflected in the curriculum and instruction. There is also a need for flexible programming through blended and online learning options. Feedback on specific area such as speed and accuracy, density of program content, outdated textbooks and enhanced professionalism skills including problem solving, priority setting and professional communication.

Currently program learning outcomes and program delivery do not align with the VCC Strategic Innovation Plan, specifically initiatives of decolonization and Indigenization, equity, diversity and inclusion and cultural safety and humility.

Enhanced practicum readiness and expanded software experience are areas identified for further development and focus by students and graduates. Alignment of the student assessment plans is recommended to assess weighting in relation to course and program and learning outcomes.

There are some variants in credit / course hours, however the overall credits for the program are correct. Also, the registration process and determination of accurate pre-requisites will require change to ensure qualified students are enrolled. With a revision and addition of new curriculum, there should be full alignment and clarity with VCC policy.

Student Outcomes

Enrollment in the LAA program, since 2018 has averaged 18 students per cohort noting that there have been several terms in that average that may have been influenced by the COVID 19 disruptions.

There is much feedback from both students and faculty regarding the Keyboarding component of this program. Students consistently express dissatisfaction with Speed and Accuracy Keyboarding course. However, Industry has confirmed their view that keyboarding speed is important and relevant. This indicates the need for a review of the curriculum with a view to ensuring keyboarding pre-requisites are met, thereby reducing the need for extensive course work in this area.

Student dissatisfaction with the written materials/textbook that is used include: errors, typos, inaccuracies, formatting, and outdated content noted per student survey reply. This is a detriment to the student experience and potentially the program reputation.

Finally, both faculty and student evaluation of program, indicate that both theory and practicum are too short, putting pressure and stress on students and their success.

Program Planning and Administration

The LAA program has some gaps in recruitment and marketing, a re-established PAC would help to enhance the relevancy and currency of the program as well as act to recruit placements and students. There also needs to be a pointed marketing strategy for this program to address the low enrolment.

The program is currently lacking in Indigenization and decolonization initiatives and strategies. This is not in alignment with the VCC Strategic Innovation Plan nor the Truth and Reconciliation Calls to action.

Faculty and Staff

The current faculty hiring criteria have made it difficult to recruit new instructors. The pay scale for instructor positions makes it difficult to attract candidates with the current approved qualifications.

Faculty in this program bring relevant and current experience in the industry to the curriculum, by way of existing work roles and membership in professional associations. Faculty use their PD time for learning and acquiring new skills and strategies to their teaching and course delivery. The current faculty complement allows for a breadth of professional experience and skills and opportunities for collaboration amongst the team.

Program and Student Support Services

Faculty have noted that when referrals are made to Student Services, and students follow through, particularly with the Learning Centre, Disability Services and Counselling Services, the outcomes are almost always immediately improved along with the student's attitude and resolution moving forward.

All the Support Services provide an additional focused layer of resources and assistance to students and are very valued by the department. Introduction of the Student Services early in the program will further support the student experience and success.

Learning Environment

Classroom space is small and computer stations are very cramped. Instructors need cameras and microphones to facilitate virtual guest presentations and accommodate students that are unable to attend on campus. Students need access to telephones to practice telephone etiquette. As seen in

other programs, students seem uneasy and anxious about using phones in the workplace. Furthermore, current temperature control challenges do not promote a comfortable learning environment.

The move to online learning has been successful after the implementation of Moodle and Zoom as reported by students, instructors, and industry. The ability to balance work-life demands has reduced stress for students. Student success and course completion rates were not negatively affected by the move to online or blended learning.

It is also worth noting that the legal community has embraced virtual meetings and remote work. While most junior legal administrative assistants will be expected to work on site during their first 3 – 12 months, they will be interacting with lawyers, paralegals and human resources from their firm that are working remotely. In fact, this digital learning space is serving to prepare them for the workplace environment.

Recommendations

KPI	Recommendations (break down by KPIs)
Curriculum	<ul style="list-style-type: none"> • Review Course Outlines to ensure Components and Weighting of the Assessment/Evaluation Plan reflect authentic assessment values. • Reduce/Remove machine transcription assignment/test and replace with assignments/tests designed to assess the student's ability to communicate effectively and apply appropriate time management strategies. • Consider adding additional curriculum directed to effective communication and time management to one/all the courses. • Review current entrance requirements for relevance. • Lengthen the time spent on the current curriculum. • Ensure that course outlines represent accurate course delivery / credit hours. • Include more practical components in the courses such as BF training, Outlook training, telephone etiquette and document binder preparation. • Increase the length of the practicum and/or add a Career Development and Practicum Readiness Course. • Add a preparatory course in common software applications such as Microsoft Word, Outlook, and Moodle for students who have limited experience or need a refresher to assist them in operating these systems before starting the program. • Decrease time spent on Speed and Accuracy course as it is already integrated into other course assessments.

KPI	Recommendations (break down by KPIs)
	<ul style="list-style-type: none"> • Software requirements should be explicitly identified and supported ongoing. • All instructors be required to set up a Moodle to support each class they teach regardless of whether it is face to face or online. • Update the Program Goal to reflect current program.
Student Outcomes	<ul style="list-style-type: none"> • Review of pre-requisites is required. • Develop a very clear definition of what skills are required in lieu of an administrative assistant diploma. • Ensure that students have the necessary oral communication skills needed to be successful in a legal administrative assistant position. • Consider removing or reducing the Speed & Accuracy course. • Extend the length of the program to 6 months to ensure there is adequate time to cover the material.
Program Planning and Administration	<ul style="list-style-type: none"> • Balance credit hours and hours delivered in curriculum update. • Formalize the Practicum Readiness in the Program Outline. • Formalize frequency of LAA instructor meetings. • Re-establishing a PAC in accordance with Policy C.3.1 of VCC's Education Policies. • Increase marketing. • Add curriculum to Residential Conveyancing to acknowledge that the Land Title System governs land that is traditional and unceded territory, and provide some history and context to land claims and how land was claimed by the Crown; • Add curriculum regarding cultural training and safety such as requiring students to complete a 10-hour course provided by San'yas Anti-Racism Indigenous Cultural Safety Training Program; • Bring in guest speakers to speak to issues surrounding decolonization, indigenization, and reconciliation either from the legal community or an Indigenous Engagement Advisor or Elder from VCC's Indigenous Education and Community Engagement (IECE) team; • Provide faculty with workshops such as a Land Acknowledgment workshop to assist us with our learning on issues of decolonization, indigenization, and reconciliation; • Continue collaboration with the Indigenous advisors.
Faculty and Staff	<ul style="list-style-type: none"> • Assess the potential of lengthening the program to 6 months • If the program length is extended, a review of staffing needs would be assessed with current instructors taking on more days and/or new hiring undertaken • Provide results of class surveys to faculty • Consider making changes for instructors that will be teaching part-time, such as:

KPI	Recommendations (break down by KPIs)
	<ul style="list-style-type: none"> ○ BC Provincial Instructor Diploma or equivalent preferred; ○ Bachelor's degree in related discipline OR at least three years of work experience in a legal office; ○ Recent experience practicing or teaching three or more of the following: corporate law, conveyancing, litigation, family law, wills and estate law preferred. ● Consider adding the following qualifications for all new faculty: <ul style="list-style-type: none"> ○ Experience using an online education platform such as Moodle or plan to complete training on the same within an appropriate time frame; ○ Experience using virtual conferencing apps such as Zoom and Teams. ○ Consider allowing instructors time to revise materials when there are significant changes in the relevant laws covered by the LAA curriculum.
Program and Student Support Services	<ul style="list-style-type: none"> ● Introduce and remind students through the program of existing student services. ● Integrate an “early-alert” process for students experiencing challenges, connect with the related student service. ● Invite the Support Service Departments to Dept meetings for a brief presentation and discussions. ● Continue to invite the Support Services departments to provide presentations to the students to ensure they are familiar with what the services are and how to access them.
Learning environment	<ul style="list-style-type: none"> ● Improve thermostat/temperature control in the classrooms ● Provide larger classroom space ● Provide adequate desk/table space ● Provide telephones for telephone etiquette exercises ● Require staff to use Moodle and Zoom/Teams for all online and on campus courses

3 External Review Report Summary

Recommendations noted in the External Reviewers report were not directly linked to KPI's, though they have been aligned in the final Recommendations and Action Plan. Here is the initial list of external review recommendations as gathered from the external review report.

- While adding time to the program may be pedagogically sound, it may deter students from applying due to increased length.

- Consider offering through a dual, in person and online mode of delivery, to enhance student enrolment.
- Recommend the program maintain the current method of delivery for now because the quality of instruction is good; it also alleviates hardship on students; has the potential to increase enrolment.
- Standardize entry requirements for all, confirm the website's information is correct and have a check in place to ensure students have properly met the requirements.
- Feedback from the graduates is that the practicum readiness course was extremely valuable but should be scheduled just before the practicum.
- Consider expanding the Practicum readiness course.
- Student enrolment may benefit from visits to Lower Mainland high schools.
- Improve updating of legal procedures.
- Support for faculty to improve quality and presentation of online instruction.
- Recommend that the college provide technical support by providing tracking webcams and mobile/lapel microphones.
- Continue with online/hyflex delivery as students prefer this mode of delivery.

4 Self-Study Team Response to External Review Report

Responses to External Report

Program response:

The External Review Report has been reviewed and discussed by faculty and the program department head who are of the view that the recommendations are sound and consistent with the desired augmentations to the program.

The following actions will draw from the confirmation of content working in the existing program and the addition of modifications, changes, and enhancements to ensure currency and relevance.

Dean's Response:

This has been a very successful program renewal with solid engagement from the faculty and external committee.

Students are satisfied with the training they receive in the program and that it prepared them for the workplace. The self-study also pointed out that two of the reasons students chose our program are to the length, 5 months, and the price. After much discussion, the department has decided to go for a maximum 4-week extension of the program. We believe this will not increase tuition beyond what students are willing to pay. The content of this program is strong overall and needs some updating and new material. The department has been encouraged to continue to offer this program in a blended format. The best-case scenario would be for the College to support the online development.

The main area of concern is enrollment. The February 2023 cohort was cancelled due to low enrollment and Douglas College has suspended their program. The Applied Business

Department Head is on a working group of representatives from training providers looking at engaging the legal providers in supporting this training. There may be an opportunity to expand the enrollment in this program by offering it fully online. To do this, substantial resources would have to be allocated to creating a high quality fully online program.

5 Final Comments and Recommendations

While recommendations were outlined in the self-study report, the final recommendations integrate those from the External Review report.

#	Final Recommendations
	Curriculum and Instruction
1	Curriculum Development project to update program to meet recommendations of Renewal
2	Update the Program Goal to reflect current program.
3	Review Course Outlines to ensure components and Weighting of the Assessment/Evaluation Plan reflect authentic assessment values
4	Reduce/Remove machine transcription assessments.
5	Consider adding additional curriculum directed to effective communication and time management to one or all the courses.
	Student Outcomes
6	Review current entrance requirements for relevance and currency.
7	Standardize entry requirements for all, confirm the website's information is correct and have a check in place to ensure students have properly met the requirements. (I.e., Admin Professional graduate requirement)
8	<p>Lengthen the program time, or rearrange, to facilitate required content and reduce student stresses.</p> <p>Addition of three new courses:</p> <ul style="list-style-type: none"> • Computer Applications for Legal Admin. • Career Development • Practicum Readiness <p>Lengthen:</p> <ul style="list-style-type: none"> • Wills and Estates • Family Law <p>Remove:</p> <ul style="list-style-type: none"> • Speed and Accuracy as a course (integrate throughout program) <p>Reduce:</p> <ul style="list-style-type: none"> • Litigation (as currently covers career dev.)

#	Final Recommendations
9	Offer program through a dual, in person and online mode of delivery, to enhance student enrolment.
10	Maintain the current blended/hyflex method of delivery.
Program Planning and Administration	
11	Ensure that course outlines represent accurate course delivery / credit hours and align with Policy C.1.4
12	Include more practical components in the courses such as Bringing Forward (BF) training, Outlook training, telephone etiquette and document binder preparation.
13	Increase the length of the practicum.
14	Add a Career Development course and lengthen existing Practicum Readiness Course, to be formally represented in course outlines.
15	Add a preparatory course in common software applications such as Microsoft Word, Outlook, and Moodle LMS.
16	Decrease time spent on Speed and Accuracy course as it is already integrated into other course assessments
17	Explicitly identify software requirements for curriculum and students.
18	Require all courses/instructors to utilize Moodle and Teams to support delivery of each course.
19	Develop a very clear definition of what skills are required in lieu of an administrative assistant diploma.
20	Ensure that students have the necessary oral communication skills needed to be successful in a legal administrative assistant position
21	Extend the length of the program to 6 months to facilitate full content and delivery requirements.
22	Hold regular LAA instructor meetings.
23	Re-establishing a PAC in accordance with Policy C.3.1 of VCC's Education Policies.
24	Increase marketing.

#	Final Recommendations
	For discussion with Marketing and Recruitment, Student enrolment may benefit from visits to Lower Mainland high schools.
24	Integrate Indigenization and Decolonization, cultural safety, and humility throughout the curriculum.
26	Work with VCC's IECE, Guest speakers and attendance at Sanyas Indigenous cultural Safety Training, for program/faculty development.
Faculty and Staff	
27	Review staffing needs to align with lengthened curriculum, consider current instructors taking on more days and/or new hiring undertaken
28	Provide results of class surveys to faculty for feedback and course evaluation, enhancement.
29	<p>Consider making changes for instructors that will be teaching part-time, such as:</p> <ul style="list-style-type: none"> ○ BC Provincial Instructor Diploma or equivalent preferred. ○ Bachelor's degree in related discipline OR at least three years of work experience in a legal office. ○ Recent experience practicing or teaching three or more of the following: corporate law, conveyancing, litigation, family law, wills and estate law preferred.
30	<p>Consider adding the following qualifications for all new faculty:</p> <ul style="list-style-type: none"> ○ Experience using an online education platform such as Moodle or plan to complete training on the same within an appropriate time frame. ○ Experience using virtual conferencing apps such as Zoom and Teams. (Digital Literacy) ○
31	Provide term and regular instructors time to revise materials when there are significant changes in the relevant laws covered by the LAA curriculum.
Program and Student Support Services	
31	Introduce in program orientation, and remind students through the program of, existing student services.

#	Final Recommendations
32	Integrate an “early-alert” process for students experiencing challenges, connect students with the related student service.
33	Invite the Support Service Departments to Dept. meeting for presentation and discussion of student support.
Learning Environment	
34	Advocate for improved thermostat/temperature control in the classrooms.
35	Seek larger classroom and desk/table space for learning environment.
36	Provide telephones or headsets for telephone etiquette exercises.
37	Acquire tracking webcams and mobile/lapel microphones for recording that supports blended / high-flex program delivery
38	Faculty to utilize PD, CTLR and other resources to continually improve quality and presentation of online instruction.



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VCC Legal Administrative Assistant Certificate

Program Renewal Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Curriculum Development project to update program to meet recommendations of Renewal	September 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
2	Update the Program Goal to reflect current program.	Sept. 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
3	Review Course Outlines to ensure components and Weighting of the Assessment/Evaluation Plan reflect authentic assessment values	Sept. 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
4	Reduce/Remove machine transcription assessments.	Sept. 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
5	Consider adding additional curriculum directed to effective communication and time management to one or all of the courses.	Sept 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
6	Review current entrance requirements for relevance	Sept. 2023	CD Release, faculty & Dept.	Program redesign to



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	and currency.		Leader	EDCO Nov. 2023
7	Standardize entry requirements for all, confirm the website's information is correct and have a check in place to ensure students have properly met the requirements. (I.e., Admin Professional graduate requirement)	Sept. 2023	Admissions and Dept. Leader	Program redesign to EDCO Nov. 2023
8	<p>Lengthen the program time, or rearrange, to facilitate required content and reduce student stresses.</p> <p>Addition of three new courses:</p> <ul style="list-style-type: none"> • Computer Applications for Legal Admin. • Career Development • Practicum Readiness <p>Lengthen:</p> <ul style="list-style-type: none"> • Wills and Estates • Family Law <p>Remove:</p> <ul style="list-style-type: none"> • Speed and Accuracy as a course (integrate throughout program) <p>Reduce:</p> <ul style="list-style-type: none"> • Litigation (as currently covers career dev.) 	Sept. 2023	CD Release, faculty & Dept. Leader, CTLR, Reg. Office	Program redesign to EDCO Nov. 2023



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
9	Offer program through a dual, in person and online mode of delivery, to enhance student enrolment.	March 2024	CTLR, Faculty & DL	Updates to blended learning strategy in Sept. 2024 launch
10	Maintain the current blended/hyflex method of delivery.	Ongoing	Faculty	Continued evaluation of courses showing student success.
11	Ensure that course outlines represent accurate course delivery / credit hours and align with Policy C.1.4	Sept. 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
12	Include more practical components in the courses such as Bringing Forward (BF) training, Outlook training, telephone etiquette and document binder preparation.	March 2024	Faculty	Updates reflected in new curriculum launch Sept. 2024
13	Increase the length of the practicum.	Sept. 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
14	Add a Career Development course and lengthen existing Practicum Readiness Course , to be formally represented in course outlines.	Sept 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023
15	Add a preparatory course in common software applications such as Microsoft Word, Outlook, and Moodle LMS.	Sept 2023	CD Release, faculty & Dept. Leader, CTLR,	Program redesign to EDCO Nov. 2023



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
16	Decrease time spent on Speed and Accuracy course as it is already integrated into other course assessments	Sept. 2023	Faculty and DL	Program redesign to EDCO Nov. 2023
17	Explicitly identify software requirements for curriculum and students.	March 2024	Faculty, IT, DL	Identified by January 2024
18	Require all courses/instructors to utilize Moodle and Teams to support delivery of each course.	March 2024	Faculty, DL	Review of courses in Moodle demonstrates a presence for each course.
19	Develop a very clear definition of what skills are required in lieu of an administrative assistant diploma.	Sept. 2023	Faculty, DL, Advising and Admissions	Updated program entrance requirements
20	Ensure that students have the necessary oral communication skills needed to be successful in a legal administrative assistant position	Sept. 2023	Faculty DL, Reg. Office	Updated program entrance requirements student success in program.
21	Extend the length of the program to 6 months to facilitate full content and delivery requirements.	Sept. 2023	Faculty, DL, CTLR	Program design reflects these changes.
22	Hold regular LAA instructor meetings.	Ongoing	Dept. members	Regular meetings held



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
23	Re-establishing a PAC in accordance with Policy C.3.1 of VCC's Education Policies.	October 2023	Dean's Office	PAC meetings held as per VCC Policy C.3.1
24	Increase marketing. For discussion with Marketing and Recruitment, Student enrolment may benefit from visits to Lower Mainland high schools.	October 2023	Dept., Dean's office, Marketing	marketing opportunities provided in collaboration with VCC marketing
25	Integrate Indigenization and Decolonization, cultural safety and humility throughout the curriculum.	March 2024	Faculty, DL, CTLR, IECE	New program has evidence of decolonization strategies and integrates skills for communication and cultural humility
26	Work with VCC's IECE, Guest speakers and attendance at Sanyas Indigenous cultural Safety Training, for program/faculty development.	March 2024	IECE, DL, Faculty	Workshops, PD attendance by faculty.
27	Review staffing needs to align with lengthened curriculum, consider current instructors taking on more days and/or new hiring undertaken	Oct. 2024	DL, Dean's Office,	Staffing plan to align with program and succession needs
28	Provide results of class surveys to faculty for feedback and course evaluation, enhancement.	Ongoing	Faculty and DL Institutional Research	End of term feedback provided to faculty and staff in program.



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
29	<p>Consider making changes for instructors that will be teaching part-time, such as:</p> <ul style="list-style-type: none"> ○ BC Provincial Instructor Diploma or equivalent preferred; ○ Bachelor’s degree in related discipline OR at least three years of work experience in a legal office; ○ Recent experience practicing or teaching three or more of the following: corporate law, conveyancing, litigation, family law, wills and estate law preferred. 	April 2024	VCCFA & Dept	Qualifications reviewed and revised accordingly.
30	<p>Consider adding the following qualifications for all new faculty:</p> <ul style="list-style-type: none"> ○ Experience using an online education platform such as Moodle or plan to complete training on the same within an appropriate time frame; ○ Experience using virtual conferencing apps such as Zoom and Teams. (Digital Literacy) ○ Consider allowing instructors time to revise materials when there are significant changes in the relevant laws covered by 	April 2024	VCCFA & Dept.	Qualifications reviewed and revised accordingly.



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	the LAA curriculum.			
31	Introduce in program orientation, and remind students through the program of, existing student services.	Sept. 2023	DL and Student Services	Ongoing attendance of Student Services reps @ orientation.
32	Integrate an “early-alert” process for students experiencing challenges, connect students with the related student service.	Sept. 2023	DL and Student Services	Plan in place for “early-alert” system
33	Invite the Support Service Departments to Dept. meeting for presentation and discussion of student support.	Fall 2023	DL and Student Services	Dept. Meeting with SS
34	Advocate for improved thermostat/temperature control in the classrooms.	Immediately	Facilities	Comfortable learning environment
35	Seek larger classroom and desk/table space for learning environment.	Immediately	Facilities/Room Booking	Adequate Learning space
36	Provide telephones or headsets for telephone etiquette exercises.	Sept. 2023	DL	Simulation equipment available
37	Acquire tracking webcams and mobile/lapel microphones for recording that supports blended / hyflex program delivery	March 2024 (capital request)	Dean’s office and DL	Classroom technology in place.



**Program Renewal:
Legal Administrative Assistant Certificate
Education Council Report May 15, 2023**

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
38	Faculty to utilize PD, CTRL and other resources to continually improve quality and presentation of online instruction.	Ongoing	Faculty, DL, Dean,	Faculty and Dept. Members participate in quality improvement strategies.



Education Foundation

March 20, 2023

Program ID: 110127

Brett Griffiths
Dean, School of Trades, Technology and Design
Vancouver Community College
1155 East Broadway
Vancouver, BC V5T 4V5

Dear Dean Griffiths:

Complete evaluation results of the automobile technician-training program at Vancouver Community College have been received and reviewed.

Congratulations! I am pleased to inform you that your program meets the strict industry standards required for *Master Automobile Service Technology* Accreditation – the highest level of program accreditation recognized by the National Institute for Automotive Service Excellence (ASE).

We compliment you for attaining the level of excellence recognized by the ASE Education Foundation. Both the educational and automotive communities should be proud of your commitment to quality automotive training program

To acknowledge your accomplishment, we are creating a plaque for you that will recognize your school and the level of accreditation your program has obtained.

Again, congratulations on your achievement.

Sincerely,

Michael Coley
President

cc: Feras Ghesen, Operations Manager
Greg Henderson, Instructor
Jason Devisser, Instructor
Bill Barnes, Instructor
Fred Treadwell, ETL

Accreditation Expiration Date: 4/1/2028

VANCOUVER COMMUNITY COLLEGE

Education Council Annual Report 2022

Prepared by: Natasha Mandryk, Chair Education Council

June 5, 2023

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Message from the Chair

As a governance body made up of College employees and students, our work is connected to our understanding and experience of working or studying at VCC. We strive for active awareness of College developments to inform and provide context to our work, and to enable us to support important College initiatives.

Some of the key initiatives at VCC presented to Education Council in 2022 included

- Implementation of the Strategic Innovation Plan (SIP) 2022–2025
- Completion of the Indigenization Readiness Assessment & Planning Report
- Release of the Mental Health and Well-Being Framework
- Start of discussions about the RFQ Academic Process (Operational Risk, Financial Sustainability, Educational Quality)
- Implementation of a Micro-Credential Approval Process
- Signing of Memoranda of Understanding (MOUs) with National Chung Cheng University, Shu-Te University, Hungkuang University and Atlantic Technological University

EdCo can't claim credit for these items, whose strategic direction and oversight comes from elsewhere. We share responsibility with other College bodies as appropriate – Indigenization and mental health are everyone's to support – but we acknowledge that in the above, we benefit from the work of others. We also directly benefit from receiving informational reports on items listed above, as they strengthen our capacity to provide advice to the Board.

We will continue to engage with College initiatives and look for collaborative ways to help move VCC forward within our scope of responsibilities.

The remainder of this report is dedicated to sharing Education Council's direct involvement with, and tangible work outcomes in, curriculum, policy, and educational quality.

A big thank you to all members of Education Council, as well as its Standing Committees and working groups, for contributing their time, experiences and expertise.

Sincerely,

Natasha Mandryk

VCC Education Council Chair

Program & Curriculum Highlights

Concept Papers for New Programs:

- Building Manager Certificate
- Event Management Short Certificate

Program Renewals:

- American Sign Language (ASL) & Deaf Studies
- Community & Career Education (CACE) Computer Applications
- College & Career Access (CCA) Computer Courses
- ESL Pathways
- Hospitality Management
- Medical Office Assistant
- Medical Transcription Certificate

Program Accreditations:

- Technology Accreditation Canada (TAC) – CAD & BIM Technician

New & Significantly Revised Programs:

- Applied Leadership and Business Management Certificate
- Significantly revised Artisan Baking Certificate, Pastry Arts Certificate and Baking Foundation Certificate
- Significantly revised Building Manager Certificate and new Short Certificate
- Event Management Short Certificate (approved by the Board on March 29, 2023)
- Health Care Assistant Diploma (International Cohort)
- Significantly revised Hospitality Management Diploma and new Hospitality Management Certificate credential (approved by the Board on March 29, 2023)
- Hospitality Management Post-Degree Diploma
- Preparatory Music Certificate (approved by the Board on March 29, 2023)

Education Council Approved:

- Ending the provisional process for curriculum changes necessitated by the COVID-19 pandemic at the end of March 2022
- Changes to grading scales in 33 programs, in the context of the review of policy C.1.1 Grading, Progression and Withdrawal

Board of Governors Approved on the Advice of Education Council:

- Academic Plan 2022–2025
- Academic Year 2022/23, 2023/2024, and 2024/2025
- Enrolment Plan 2022/23

Education Council Elections

Education Council held its chair elections for this year at its December 2021 meeting. The elections for members of the EdCo Executive were by majority vote. All other elections were by acclamation. The following members were elected for the period of January–December 2022:

- Chair of Education Council: Natasha Mandryk
- Vice-Chair of Education Council: Shantel Ivits
- EdCo Executive Members: Sarah Kay and Lucy Griffith
- Chair of Appeals Oversight Committee: Natasha Mandryk
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Sarah Kay
- Chair of Education Quality Committee: Todd Rowlatt

A by-election took place in February to fill vacancies: two support staff and two faculty seats (Student Success and CTLR/School of Instructor Education). There were no nominees for the Student Success faculty seat.

Due to the end of Shantel Ivits' term in October 2022, elections were held at the November 2022 EdCo meeting. Sarah Kay was elected interim Vice-Chair of Education Council, and Louise Dannhauer interim Executive Committee Member for November–December 2022 (both by acclamation).



Education Council Membership

Chair: Natasha Mandryk

Vice-Chair: Shantel Ivits (to October 2022); Sarah Kay (from November 2022)

Executive: Lucy Griffith and Sarah Kay (to October 2022); Louise Dannhauer (from November 2022)

Ajay Patel, President & CEO.....	Ex officio
Ali Oliver, Support Staff, College-at-Large	Feb 2022–Oct 2023
Andy Sellwood, Faculty, CTLR/Instructor Education.....	Feb 2022–Oct 2023
Belinda Kaplan, Faculty, Hospitality, Food Studies & Applied Business	Nov 2022–Oct 2024
Dave McMullen, Registrar	Jan 2022–Dec 2022
David Wells, Vice President, Academic & Research	Jan 2022–Dec 2022
Derek Sproston, Faculty, College-at-Large.....	Nov 2022–Oct 2024
Gabriel Sarnoh, Student, Broadway Campus.....	Nov 2022–Oct 2023
Heidi Parisotto, Faculty, Health Sciences.....	Nov 2021–Oct 2022 & Nov 2022–Oct 2024
Ishaan Saini, Student, Broadway Campus.....	Nov 2021–Aug 2022
Janita Schappert, Faculty, Health Sciences	Nov 2021–Oct 2023
Jessica Yeung, Student, Downtown Campus	Nov 2021–Aug 2022
Jo-Ellen Zakoor, Dean, School of Health Sciences	Jan 2022–Dec 2022
John Demeulemeester, Faculty, Hospitality, Food Studies & Applied Business.....	Nov 2020–Oct 2022
Louise Dannhauer, Faculty, Trades, Technology & Design	Nov 2021–Oct 2023
Lucy Griffith, Acting Dean, School of Trades, Technology & Design.....	Jan 2022–Dec 2022
Marcus Ng, Student, Broadway Campus	Nov 2021–Oct 2022 & Nov 2022–Oct 2023
Natasha Mandryk, Faculty, Arts and Sciences	Nov 2020–Oct 2022 & Nov 2022–Oct 2023
Poshak Sachdeva, Student, Downtown Campus	Nov 2021–Apr 2022
Sarah Kay, Faculty, College at Large/Arts and Science	Nov 2020–Oct 2022/Nov 2022–Oct 2024
Shantel Ivits, Faculty, Arts and Sciences	Nov 2020–Oct 2022
Sonal Singh, Student, Downtown Campus.....	Nov 2022–Oct 2023
Todd Rowlett, Faculty, Library & Learning Centre.....	Nov 2021–Oct 2023
Vivian Munroe, Support Staff, College-at-Large	Feb 2022–Oct 2023
Faculty, Student Success	Vacant

Education Council Planning & Initiatives

Education Council holds two annual planning sessions to discuss emerging topics in education and governance. Since regular meeting agendas are devoted to new business and information, these sessions are valuable opportunities for member education and strategic direction.

June 6 Planning Session

Elder Jean Wasegijig and Clay Little, Associate Director of Indigenous Education and Community Engagement, led a session around Indigenizing EdCo meeting practices. This session led to the ongoing practice of EdCo members sharing the responsibility of giving land acknowledgements to open meetings.

During the second session, members discussed Strategic Innovation Plan (SIP) goals in light of potential priorities for Education Council, both for its own internal processes and for its role at the College overall. Themes included academic quality, empowerment, inclusivity, and communication and engagement with the College and wider community. The next step will be to develop an EdCo planning document with goals and questions based on this conversation.

November 25 Planning Session

In preparation for this meeting, members completed an EdCo self-evaluation survey. The results of the survey and a draft EdCo planning document were discussed.

There was a presentation of the EDI Impact Assessment Tool, developed by VCC's EDI Committee, and discussion about incorporating EDI considerations into policy and curriculum review.

The afternoon session for Education Policy and Curriculum Committee revolved around anti-racism in policy; justice, equity, diversity, and inclusion (JEDI) in curriculum; and Universal Design for Learning (UDL).

Proposal for Indigenous Representation on Education Council

As part of the College's commitment to advance Indigenization and decolonization, Education Council began discussions about the possibility of adding a seat for an Indigenous representative on the council.

EdCo voted to direct the EdCo Executive to develop a detailed case for adding Indigenous members to Education Council, including incorporation of consultation with Indigenous Education and Community Engagement, community feedback, and a legal opinion.

Standing Committees

Curriculum Committee

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The committee provides quality assurance to help ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

The Provisional Approval of New Programs Ad Hoc Committees for the Electronics Repair Technology Diploma and for the Marketing Technology & Accounting Diploma programs held several meetings.

In 2022, Curriculum Committee approved 23 proposals and recommended 29 proposals to Education Council. Please see Appendix A for a summary of curriculum proposals approved by Curriculum Committee and/or Education Council.

Education Policy Committee

Chair: Sarah Kay

The members of Education Policy Committee are responsible for checking that all educational policies and procedures are thoroughly reviewed during the policy development and approval cycle. The committee reviews existing policies on a five-year cycle and helps in the creation of new policies. Members aim to ensure policies are sound, consistent, and fair, striving to make each policy readable, clear, and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

Following the significant revision of policy A.3.2 Policy Development and Management, the committee's terms of reference were updated to align with its expanded role. The committee now has the authority to send policies and procedures for College feedback without requiring Education Council approval. The committee can also approve updates to procedures and policy definitions, provided they are consistent with the intentions of the policy and do not contravene the approved principles. The rationale for these changes was to streamline the approval process and avoid unnecessary delays.

Following the planning day sessions on JEDI, UDL and anti-racism, the committee is continuing its discussions on concrete ways to incorporate these considerations into policy review.

In 2022, Education Policy Committee reviewed seven policies and recommended two policies to Education Council for approval.

Approved by Education Council and/or the Board of Governors:

- A.3.2 Policy Development and Management
- C.1.3 Granting of Credentials (approved by the Board on February 8, 2023)
- D.1.3 Copyright
- D.3.5 Prior Learning Assessment and Recognition (approved by Education Council on May 9, 2023)
- D.3.10 Indigenous Education Enrolment
- F.1.1 Ethical Conduct for Research Involving Humans (approved by the Board on May 31, 2023)

Under Review:

- C.3.14 Curriculum Development and Approval
- D.4.5 Academic Integrity (edits)

Appeals Oversight Committee

Chair: Natasha Mandryk

The Appeals Oversight Committee 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.

As appeals processes at VCC became more robust, the committee's role gradually shifted from oversight to a working body, with its scope going beyond the role of a governance body. A proposal was put forward in October 2021 to dissolve this standing committee of Education Council, while ensuring the continuity of this important work. Following extensive discussions, Education Council voted to dissolve the Appeals Oversight Committee at its December 6, 2022 meeting.

Education Council will continue to fulfill its mandate under the College and Institute Act related to policies and procedures and establishing a tribunal for final appeals on academic matters. A new working group was established outside of EdCo to continue work around appeals (both academic and non-academic). The chair of Education Council is part of this group.

It is widely acknowledged that the Appeals Oversight 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.

Education Quality Committee

Chair: Todd Rowlett

The Education Quality Committee is responsible for guiding fundamental aspects of educational quality at VCC, such as program review, program renewal, and curriculum development (CD) fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.

The committee provides a regular annual report to Education Council summarizing conversations with deans about annual program reviews. Key themes in this year's program reviews included adjustments to COVID-19 and efforts around decolonization and Indigenization, as well as mental health and well-being. Areas identified for further exploration include the College's capacity for innovation; recruitment and retention of employees; and quality in online and blended delivery.

Curriculum Development Fund 2022/2023

The College sets aside an annual budget for curriculum development (CD) funding that supports projects related to our educational programming. Funding is meant to support new ideas and foster creativity and innovation. The budget is \$400,000. The Education Quality Committee provides advice to the Vice President, Academic & Research in allocating the funds. In order to support VCC's Online Learning Strategy and the increase in online and blended delivery, the development of online teaching and learning materials was again eligible for funding (since 2020).

A total of about \$800,000 in funding was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in progress needing additional funds for completion; 3) projects arising from program reviews or renewals; and 4) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least \$5,000.

CD funding was allocated to 24 curriculum development projects and 7 program renewals.

Projects funded in 2022/23:

- Marketing Technology Diploma
- Hospitality Management Diploma Program Renewal
- Medical Office Assistant Program Renewal
- Medical Transcriptionist Program Renewal
- Building Manager Certificate & Short Certificate – Online Curriculum Design & Development
- Cybersecurity/IT Program Design
- Event Management Short Certificate
- Computer Systems Technology – Program and Course Outlines Update
- Heavy Mechanical Trades Foundation Hybrid Model
- Auto Collision Apprenticeship Level 3 Harmonization
- Steel Construction Modelling Second Year Diploma
- New Mechanical Engineering Technician Specialty
- ABE (Adult Basic Education) Youth Social Science Course
- Basic Education Equity – Grammar Course
- Science - Decolonizing Anatomy & Physiology
- Community & Career Education (CACE) Computer Applications Renewal
- College & Career Access (CCA) Computer Program Renewal
- Deaf & Hard of Hearing (DHH) Program Renewal

- American Sign Language (ASL) & Deaf Studies Renewal
- English as an Additional Language (EAL) Pathways Renewal
- Health Care Assistant Diploma
- Dental Hygiene Entry-to-Practice (ETP) Competencies
- Certified Dental Assisting (CDA) Curriculum Revision & Student-Centred Delivery
- Bachelor of Science in Nursing (BScN) CASN Accreditation & Entry-Level Competencies

Automatically Funded Program Renewals:

- Architectural Technician
- Asian Culinary Arts – Level 1
- Basic Education
- Legal Administrative Assistant
- Medical Laboratory Assistant
- Paralegal
- University Transfer (UT)/Associate Degrees

Appendix A – Approved Curriculum Proposals

Approved by Curriculum Committee: Program and Course Changes

School of Arts & Sciences

- Changes to courses CHEM 1121 Chemistry 1 and CHEM 1223 Chemistry 2
- Updates to BIOL 1602 Human Anatomy & Physiology
- Revisions to MUSC 3217 Creative Music Improvisation 2
- Updates to evaluation plans for MATH 0863 Business/Technical Math 11 Part 1 and MATH 0872 Foundations of Mathematics 11 Part 2
- Updates to the course lists in the ABE Graduation Program Certificate and the ABE Intermediate Program Certificate

School of Hospitality, Food Studies & Applied Business

- Update to the Culinary Arts Diploma program content guide, moving CULI 1509 to a different term
- Revisions to three (3) culinary courses - CULI 1165 Culinary Arts High School Bridging, CULP 1001 Culinary Arts Apprentice Level 1, CULP 2001 Culinary Arts Apprentice Level 2
- Updated course hours for CULI 2500 Kitchen Management and Cost Controls and CULI 2503 Restaurant Customer Service

School of Health Sciences

- Updates to pre-/co-requisites and corrections to hours in four LPN to BSN bridging courses
- Updates to the Practical Nursing Diploma & Access to Practical Nursing Diploma program content guides
- Updates to the Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry) program content guides
- Minor updates to the Dental Hygiene Diploma and Dental Technology Sciences Diploma program content guides to reflect the new regulatory body
- Update to evaluations in the Pharmacy Technician Certificate program content guide and two courses
- Updates to the Medical Laboratory Assistant program content guide, including to English language admission requirements

School of Trades, Technology & Design

- Changes to the sequence of courses in the Automotive Service Technician Harmonized Foundation Certificate program content guide and updates to five course outlines

Approved by Curriculum Committee: Course Deactivations

AATT 1010 Engines	HLTH 1130 LPN Pharma/Parenteral Lab
AATT 1020 Equipment Operation	MATH 0755 Trades Math 10 Part 1
AATT 1030 Forklift	MATH 0757 Trades Math 10 Part 2
AATT 1050 Safety	MATH 0882 Business/Technical Math 11
AATT 1060 Welding	MATH 1061 Intermediate Algebra - Part 1
AATT 1070 Wheels and Lube	MATH 1071 Intermediate Algebra - Part 2
ABEY 030 ABE Intermediate Youth Program	MATH 1083 Precalculus Algebra - Part 1
ABUT 1000 Keyboarding 1	MATH 1093 Precalculus Algebra - Part 2
ABUT 1001 Online Learner Success	MTSK 0757 Mathematics Skills 10
ABUT 1004 Computers & the Internet	MTSK 0867 Mathematics Skills 11 Part 1
ABUT 1005 Word Processing 1	MTSK 0997 Mathematics Skills 12 Part 2
ABUT 1009 Presentation Software	NURS 1602 Human Anatomy & Physiology
ABUT 1011 Administrative Procedures	OPTA 1217 Communications 2
ABUT 1014 Spreadsheets 1	OPTA 1218 OTA Principles and Practice 1
ABUT 1015 Word Processing 2	OPTA 1219 PTA Principles and Practice 1
ABUT 1017 Spreadsheets 2	OPTA 1220 Conditions 2
ABUT 1018 Accounting 2	OPTA 1221 Practicum 1
ABUT 1022 Intro to PowerPoint	OPTA 1308 OTA Principles and Practice 2
ABUT 1100 Litigation Procedures 1	OPTA 1309 PTA Principles and Practice 2
ABUT 1101 Family Litigation Procedures	OPTA 1310 Conditions 3
ABUT 1102 Legal Office Procedures	OPTA 1325 Growth and Development 1 - Pediatrics
ABUT 1103 Intro to the Canadian Legal System	OPTA 2108 OTA Principles and Practice 3
ABUT 1104 Conveyancing Procedures 1	OPTA 2109 PTA Principles and Practice 3
ABUT 1105 Corporate Procedures 1	OPTA 2110 Conditions 4
ABUT 1106 Wills & Estates	OPTA 2111 Practicum 2
ABUT 1200 Litigation Procedures 2	OPTA 2125 Growth and Development 2 Geriatrics
ABUT 1204 Conveyancing Procedures 2	OPTA 2208 OTA Principles and Practice 4
ABUT 1205 Corporate Procedures 2	OPTA 2209 PTA Principles and Practice 4
BIOL 1061 Introductory Biology - Part 1	OPTA 2211 Practicum 3
BIOL 1071 Introductory Biology - Part 2	OPTA 2214 Administrative and Support Skills
BIOL 1083 Principles of Biology - Part 1	OPTA 2215 Community Practice
BIOL 1093 Principles of Biology - Part 2	PHYS 1061 Introductory Physics - Part 1
CHEM 1061 Introductory Chemistry - Part 1	PHYS 1071 Introductory Physics - Part 2
CHEM 1071 Introductory Chemistry - Part 2	PHYS 1083 Principles of Physics - Part 1
CHEM 1083 Principles of Chemistry - Part 1	PHYS 1093 Principles of Physics - Part 2
CHEM 1093 Principles of Chemistry - Part 2	PIDP 1101 Vocational & Educ. Training
DENT 3862 Oral Health Care Indiv. 2	PIDP 3280 Facilitating Learning 1
DHAP 1001 Heavy Duty Mech Appr Lvl 1	SCIE 1020 Introduction to Computer Design
GEMM 1101 Preliminary Year Gemmology	
GEMM 2101 Diploma Year Gemmology	

Approved by Education Council: New Programs, Program & Course Changes

School of Arts & Sciences

- Updates to the ABE Graduation Program Certificate to include two new courses
- Program content guide for the new Preparatory Music Certificate, including six new and four revised course outlines
- Updates to four (4) course outlines to include self-paced/online options (BIOL 0983, BIOL 0993, CHEM 0861, CHEM 0871)
- Revised program content guide for the ESL Pathways Standard Certificate and nine (9) revised courses

Centre for Continuing Studies

- Program content guide for the new Applied Leadership and Business Management Certificate and 18 new courses
- Program content guides for the significantly revised Building Manager Certificate and new Building Manager Short Certificate, and nine new courses
- Program content guide for the new Event Management Short Certificate and 11 new courses

School of Health Sciences

- Revisions to admission requirements for the Occupational/Physical Therapist Assistant Diploma program
- Revised program content guides for the Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry), including four new and six revised course outlines
- Revised program content guide for the Dental Reception Certificate and five new courses

School of Hospitality, Food Studies & Applied Business

- Revisions to the Business Management Post-Degree Diploma program, including a program name change (formerly Canadian Business Management Post-Degree Diploma); one new course; and 16 revised course outlines
- Significantly revised program content guides for the Artisan Baking Certificate, Pastry Arts Certificate, and Baking Foundation Certificate, including 20 new courses
- Program content guide for the new Hospitality Management Post-Degree Diploma and 15 new courses
- Revised program content guide for the Marketing Technology Diploma, including seven new and six revised course outlines
- Revised program content guide for the Hospitality Management Diploma, including a certificate exit option, 8 new and 12 revised course outlines

School of Instructor Education

- Revisions to the Provincial Instructor Diploma Program (PIDP), including new elective course PIDP 3351

School of Trades, Technology & Design

- 18 revised and 16 new Digital Media Design course outlines
- Updates to the Automotive Collision and Refinishing Foundation Certificate program content guide
- Revised program content guide for the Computer Systems Technology Diploma, including one new and 23 revised course outlines
- Updates to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide to include a second-year option in Steel Construction Modelling, including seven (7) new courses

Approved by Education Council: New Courses

School of Arts & Sciences

BIOL 1602 Human Anatomy & Physiology
 COMP 0736 Online Learning Skills 10
 COMP 0986 Digital Art and Graphics
 COMP 0987 Computer Programming
 DHHE 0605 English for Academic & Workplace Access 5
 DHHE 0606 English for Academic & Workplace Access 6
 DHHE 0607 English for Academic & Workplace Access 7
 DHHE 0608 English for Academic & Workplace Access 8
 DHHE 0609 English for Academic & Workplace Access 9
 ENSK 0858 English Grammar Skills 11
 MUSC 1012 Preparatory Certificate Musicianship 1
 MUSC 1014 Preparatory Certificate Music Theory 1
 MUSC 1032 Preparatory Certificate Musicianship 2
 MUSC 1034 Preparatory Certificate Music Theory 2
 MUSC 1091 Preparatory Certificate Ensemble 1
 MUSC 1095 Preparatory Certificate Ensemble 2
 SOSOC 0861 Social Science 11
 SOSOC 0999 Social Justice 12

Centre for Continuing Studies

BLDG 1201 Contract Law in the Built Environment
 BLDG 1202 Interpersonal Communication for Building Managers
 BLDG 1203 Building Service Management
 BLDG 1204 Building Maintenance
 BLDG 1205 Finance and Budgets for Building Managers
 BLDG 1206 Introduction to Building Operations and Risk Management
 BLDG 1207 Project Management in the Built Environment
 BLDG 1208 Sustainable Buildings
 BLDG 1209 Building Technology
 EVNT 1201 Event and Wedding Management Foundations
 EVNT 1202 Food and Beverage
 EVNT 1203 Proposals and Budgets
 EVNT 1204 Elements of Event Design
 EVNT 1205 Event Human Resource & Risk Management
 EVNT 1206 Fashion, Photography and Videography
 EVNT 1207 Wedding Protocols and Culture
 EVNT 1208 Destination Weddings
 EVNT 1209 Event Contracts and Negotiations
 EVNT 1210 Event Technology and Logistics
 EVNT 1211 Event Marketing & Communications
 LEAD 1201 Introduction to Business Management

LEAD 1202 The Fundamentals of Leadership
 LEAD 1203 Sales and Marketing Fundamentals
 LEAD 1204 Foundations of Human Resource Management
 LEAD 1205 Ethics in Business
 LEAD 1206 Finance and Accounting Fundamentals
 LEAD 1207 Interpersonal Communication & Relationships
 LEAD 1208 Communicating in the Workplace
 LEAD 1209 Project and Change Management
 LEAD 1210 Reflective Leadership
 LEAD 1211 Public Speaking and Strategic Narratives for Leaders
 LEAD 1212 Workplace Culture and Organizational Success
 LEAD 1213 Essential Coaching Skills for Leaders
 LEAD 1214 Taking Your Leadership Coaching to the Next Level
 LEAD 1215 Coaching Your Team for High Performance
 LEAD 1216 Leading from Conflict to Collaboration
 SMBU 1201 Entrepreneurship for Small Business
 SMBU 1203 Operations for Small Business

School of Health Sciences

DREC 1111 Dental Practice Theory
 DREC 1112 Dental Practice Communication and Professionalism
 DREC 1113 Dental Practice Administration
 DREC 1114 Dental Practice Software
 DREC 1121 Dental Practice Practicum
 NURS 1150 Pharmacotherapeutics 1
 NURS 1153 Health Determinants
 NURS 4064 Population and Public Health Clinical
 NURS 4165 Health Ethics and Law

School of Hospitality, Food Studies & Applied Business

BAKG 1150 Quick Breads & Cookies
 BAKG 1155 Pies, Tarts, Puff Pastries
 BAKG 1160 Basic Lean Yeast Doughs
 BAKG 1165 Basic Rich Yeast Doughs
 BAKG 1170 Basic Cakes & Pastries
 BAKG 1175 Specialty Cakes & Pastries
 BAKG 1265 Advanced Lean Yeast Doughs
 BAKG 1266 Sourdough Baking
 BAKG 1267 Advanced Rich Yeast Doughs
 BAKG 1268 Advanced Laminated Doughs
 BAKG 1269 Gluten Free Baking
 BAKG 1275 Chocolate & Confectionery
 BAKG 1276 Advanced Cakes
 BAKG 1277 Advanced Pastries & Dessert Presentation

BAKG 1278 Advanced Decoration
BAKG 1279 Selected Topics in Pastry Arts
BAKG 1365 Artisan Baking Capstone Project
BAKG 1366 Artisan Baking Work Experience
BAKG 1375 Pastry Arts Capstone Project
BAKG 1376 Pastry Arts Work Experience
CUIS 3201 Certified Chef de Cuisine (CCC) Menu Planning and Development
CUIS 3202 Certified Chef de Cuisine (CCC) Nutrition
CUIS 3203 Certified Chef de Cuisine (CCC) Human Resource Management
CUIS 3204 Certified Chef de Cuisine (CCC) Cost Controls
CUIS 3205 Certified Chef de Cuisine (CCC) Theory Exam
CUIS 3206 Certified Chef de Cuisine (CCC) Practical Exam - 2 Parts
HOSP 1311 Introduction to Business Communications
HOSP 1312 Essentials of Business Communication
HOSP 1501 The Global Tourism Industry
HOSP 1502 Fundamentals of Service Operations Management
HOSP 1503 People and Culture
HOSP 1504 Accounting Processes in Hospitality
HOSP 1505 Global Business Environment
HOSP 1506 Workplace Communication Skills
HOSP 1507 Organizational Behaviour Impacts
HOSP 1508 Hospitality Industry Operations
HOSP 2102 Catering, Meetings and Event Management
HOSP 2113 Global Business Decisions
HOSP 2114 Management Accounting and Cost Control
HOSP 2230 Trends in Global Hotel Management
HOSP 2240 Hospitality Work Experience Co-Op
HOSP 2311 Communicating Effectively as a Hospitality Professional
HOSP 2501 Tourism and Hospitality Law
HOSP 2502 Hospitality Food and Beverage Services
HOSP 2503 Revenue Management in Hospitality
HOSP 2504 Intercultural Leadership
HOSP 2505 Hospitality Marketing Strategies
HOSP 2506 Organizational Leadership
HOSP 2507 Hospitality Industry Practicum
MGMT 2010 Fundamentals of Business Law
MKTG 1034 Introduction to Digital Marketing
MKTG 1044 Marketing Math
MKTG 2068 Managing Software Projects
MKTG 2069 Law and Ethics for Marketing
MKTG 2077 Data Analytics for Marketing
MKTG 2078 Digital Advertising
MKTG 2099 Marketing Technology Capstone

School of Instructor Education

PIDP 3351 Feedback Strategies

School of Trades, Technology & Design

CSTP 2110 Introduction to Cloud Computing
 DRFT 2290 Diploma Structural Steel Fabrication Codes and Standards
 DRFT 2291 Diploma Introduction to Steel Detailing
 DRFT 2292 Diploma Structural Bolting & Welding
 DRFT 2293 Diploma Industrial and Commercial Basic Framing
 DRFT 2294 Diploma BIM Software for Steel Detailing
 DRFT 2295 Diploma Detail of Inclined Components
 DRFT 2296 Diploma Miscellaneous Metals Detailing
 VCDP 1115 Digital Design Tools
 VCDP 1134 Writing for Designers
 VCDP 1135 Design Research
 VCDP 1142 Composition
 VCDP 2100 Equity, Diversity, and Inclusion in Design
 VCDP 2110 Print Production and Design
 VCDP 2115 Video Production
 VCDP 2120 Brand Identity Design 1
 VCDP 2125 Design Exploration
 VCDP 2313 Design Project Management
 VCDP 2315 UI/UX Strategy and Design 1
 VCDP 2345 Web Development
 VCDP 2351 Content Strategy and Information Architecture
 VCDP 2355 Wordpress
 VCDP 2360 Brand Identity Design 2
 VCDP 2475 Studio: Design and Development

Appendix B – Committee Memberships 2022

Curriculum Committee

Ali Oliver, Support Staff
 Alison Rudko, Associate Registrar, International Education (to June 2022)
 Andrea Korens, Program Coordinator, Continuing Studies
 Anne Emberline, Faculty, Music, Dance & Design
 Blair McLean, Faculty, Student Success (to September 2022)
 Bruce McGarvie, Faculty, Trades & Technology
 Clay Little, Associate Director, Indigenous Education & Community Engagement
 David Wells, Vice President, Academic & Research
 Dawn Cunningham Hall, Assistant Registrar
 Emily Simpson, Faculty, Library & Learning Centre (to March 2022)
 Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research
 Jacquie Harrison, Faculty, Instructor Education
 James Fournie, Faculty, Library & Learning Centre (from April) 2022
 Jay Baik, Associate Registrar, International Education (from June 2022)
 Jennifer Cummins, Faculty, Language Studies
 Jennifer Kelly, Faculty, Arts & Sciences
 Julie Gilbert, Faculty, Health Sciences
 Marcus Ng, Student Representative (from November 2022)
 Natasha Mandryk, Chair, Education Council (ex officio)
 Robbie Ruddell, Faculty, Student Success (from November 2022)
 Shirley Lew, Dean, Arts & Sciences (to November 2022)
 Stefan Nielsen, Student Representative (July – October 2022)
 Sydney Sullivan, Student Representative (to June 2022)
 Tannis Morgan, Associate Vice President, Academic Innovation (from December 2022)
 Todd Rowlett, Faculty, Library & Learning Centre
 Tyler Churchman, Student Success
 Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

Education Policy Committee

Alison Woods, Faculty, Arts & Sciences (to August 2022)
 Amber Ariss, Faculty, Health Sciences (to October 2022)
 Andrew Candela, Faculty, Arts & Sciences (from September 2022)
 Beatrice Antica, Faculty, Hospitality, Food Studies & Applied Business (from December 2022)
 Blair McLean, Faculty, Student Success (to September 2022)
 Bonnie Chan, Associate Registrar (to July 2022)
 Celine Huang, Manager, International Education
 Cheryl Howrigan, Faculty, Language Studies (to November 2022)
 Clay Little, Associate Director, Indigenous Education & Community Engagement (from July 2022)
 David Wells, Vice President, Academic & Research
 Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Doug Mauger, Faculty, Instructor Education
 Janita Schappert, Faculty, Health Sciences (from November 2022)
 John Lewis, Faculty, Hospitality, Food Studies & Applied Business (to November 2022)
 Julie Gilbert, Faculty, Centre for Teaching, Learning & Research
 Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies
 Kristina Oldenburg, Faculty, Library & Learning Centre
 Laurence Mollerup, Faculty, Music, Dance & Design
 Les Apouchtine, Deputy Registrar (acting) (from August 2022)
 Melanie Burke, Faculty, Trades
 Natasha Mandryk, Chair, Education Council (ex officio)
 Nicole Degagne, Coordinator, Curriculum & Policy
 Reba Noel, Dean (interim), Indigenous Initiatives (to July 2022)
 Robyn Wood, Support Staff
 Sarah Kay, Faculty, Arts & Sciences
 Sheri Wiwchar, Student Success (designate)
 Stefan Nielsen, Student Representative (from July 2022)
 Sydney Sullivan, Student Representative (to June 2022)
 Tanny Marks, Arbiter of Student Issues (ex officio)
 Vesna Radivojevic, Faculty, Language Studies (from December 2022)

Education Quality Committee

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (to May 2022)
 Claire Sauvé, Associate Director, Continuing Studies
 Clay Little, Associate Director, Indigenous Education & Community Engagement (from July 2022)
 David Wells, Vice President, Academic & Research
 Emily Simpson, Faculty, Centre for Teaching, Learning & Research (from June 2022)
 Gabriel Sarnoh, Student Representative (from November 2022)
 Heidi Parisotto, Faculty, Health Sciences
 Jacqueline Shehadeh, Faculty, Arts & Sciences (from April 2022)
 Natasha Mandryk, Chair, Education Council (ex officio)
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Operations Manager, School of Health Sciences
 Reba Noel, Dean (interim), Indigenous Initiatives (to July 2022)
 Shirley Lew, Dean, Arts & Sciences
 Stefan Nielsen, Student Representative (July–October 2022)
 Sydney Sullivan, Student Representative (to June 2022)
 Tannis Morgan, Associate Vice President, Academic Innovation
 Todd Rowlatt, Faculty, Library, Teaching & Learning Services
 Vivian Munroe, Support Staff (from April 2022)
 Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

Appendix C – 2022 Meeting Dates

Education Council

Education Council met on the second Tuesday of each month, except for July and August. There was a special meeting in March.

January 11	February 8	March 8	March 16
April 12	May 10	June 7	September 13
October 11	November 8	December 6	

Curriculum Committee

Curriculum Committee met on the third Tuesday of each month, except in July.

January 18	February 15	March 15	April 19
May 17	June 14	August 16	September 20
October 18	November 15	December 13	

Education Policy Committee

Education Policy Committee met on the first or second Wednesday of the month, as required.

February 9	April 13	May 11	June 8
August 10	September 7	November 9	December 7

Education Quality Committee

Education Quality Committee met on the fourth Tuesday of each month, except for July, August, and December. Several additional meetings were held in March.

January 26	February 23	March 2	March 3
March 7	April 27	May 25	June 22
September 28	October 26	November 23	