## MEETING AGENDA
December 8, 2015, 3:30 – 5:30 pm, Room 1228 BWY B

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>December 8, 2015 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>November 10, 2015 Minutes</td>
<td>Approval</td>
<td>3-10</td>
</tr>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
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<td>None</td>
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<td>5.</td>
<td>Business Arising</td>
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<tr>
<td>a)</td>
<td>VP Academic Report</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
<td>11-12</td>
</tr>
<tr>
<td>b)</td>
<td>Cancellation of Aboriginal Culinary Arts Program</td>
<td>10 min</td>
<td>Dennis Innes</td>
<td>Decision Note</td>
<td>Approval</td>
<td>13</td>
</tr>
<tr>
<td>c)</td>
<td>Fashion Arts Diploma</td>
<td>10 min</td>
<td>Michael Yue / Andrea Korens</td>
<td>Information Note, Concept Paper</td>
<td>Information</td>
<td>14-34</td>
</tr>
<tr>
<td>d)</td>
<td>Renal Dialysis Program Proposal</td>
<td>10 min</td>
<td>Michael Yue</td>
<td>Information Note, Concept Paper</td>
<td>Information</td>
<td>35-45</td>
</tr>
<tr>
<td>6.</td>
<td>Committee Reports</td>
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<tr>
<td>a)</td>
<td>Education Policy Standing Committee</td>
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<tr>
<td>i)</td>
<td>D.3.5 Prior Learning Assessment &amp; Recognition</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>46-52</td>
</tr>
<tr>
<td>ii)</td>
<td>NEW Transfer Credit Policy</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>53-56</td>
</tr>
<tr>
<td>iii)</td>
<td>C.1.1 Grading Progression and Withdrawal Policy</td>
<td>15 min</td>
<td>Mike Tunnah</td>
<td>Information Note</td>
<td>Information</td>
<td>57-59</td>
</tr>
<tr>
<td>b)</td>
<td>Curriculum Standing Committee</td>
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<tr>
<td>i)</td>
<td>Baking Apprentice</td>
<td>5 min</td>
<td>Fionna Chong</td>
<td>Decision Note, PCG, Course Outlines</td>
<td>Approval</td>
<td>60-84</td>
</tr>
<tr>
<td>ii)</td>
<td>Baking Foundation</td>
<td>5 min</td>
<td>Fionna Chong</td>
<td>Decision Note, PCG, Course Outlines</td>
<td>Approval</td>
<td>85-142</td>
</tr>
<tr>
<td>iii)</td>
<td>LINC 1 – 6</td>
<td>5 min</td>
<td>Jan Theny</td>
<td>Decision Note, Course Outlines</td>
<td>Approval</td>
<td>143-192</td>
</tr>
<tr>
<td>iv)</td>
<td>Health Care Assistant / ESL</td>
<td>5 min</td>
<td>Judy Christie</td>
<td>Decision Note, PCG, Course Outlines</td>
<td>Approval</td>
<td>193-268</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
<td>Action</td>
<td>Pages</td>
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<td>v)</td>
<td>Changes to Legal Administrative Assistant Program</td>
<td>5 min</td>
<td>Helen Roberts</td>
<td>Decision Note, FT PCG with map, Course Outlines, PT PCG, Course Outlines</td>
<td>Approval</td>
<td>269-325</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td></td>
<td></td>
<td></td>
<td>No report</td>
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<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
<td>10 min</td>
<td>Todd Rowlatt</td>
<td>Information Note</td>
<td>Information</td>
<td>326-327</td>
</tr>
<tr>
<td>e)</td>
<td>Educational Priorities Ad Hoc Committee</td>
<td></td>
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<td></td>
<td>No report</td>
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<td>7.</td>
<td>Education Council Elections</td>
<td>20 min</td>
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<td>Approval</td>
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<td>a)</td>
<td>Chair</td>
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<td>b)</td>
<td>Vice Chair</td>
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<td>c)</td>
<td>2 Executive Members</td>
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<td>d)</td>
<td>Chairs of Standing Committees – Appeals, Curriculum, Education Policy</td>
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<td>8.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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<td>9.</td>
<td>Student Representative Report</td>
<td>3 min</td>
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<td>10.</td>
<td>Pending Items</td>
<td></td>
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<td>None</td>
<td>None</td>
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<tr>
<td>a)</td>
<td>Update on Integrated Planning</td>
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<td>b)</td>
<td>Presentation on Student Awards</td>
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<td>11.</td>
<td>Next meeting: January 12, 2016, 3:30-5:30, Room 240 DTN</td>
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<td>Todd Rowlatt</td>
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<td>12.</td>
<td>Adjournment</td>
<td></td>
<td>Todd Rowlatt</td>
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Vancouver Community College  
EDUCATION COUNCIL  
MEETING MINUTES - DRAFT  
November 10, 2015, 3:30-5:30 pm, Room 5025 BWY

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:32 p.m. Todd Rowlatt welcomed the six new Education Council members, and asked each member present to introduce themselves. Todd thanked outgoing members Deanne Bates, Damien Otis, Greg Hamilton, Ghezal Sorkhabi, Jason Devisser, and Doug Mauger. He also thanked Brian Beacham for his service on Education Council, as this will be his last meeting.</td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>Motion: Moved by Jan Weiten and seconded THAT the agenda be adopted as presented. A number of minor changes were recommended and will be made. All in favour of adopting the agenda as amended. Motion carried.</td>
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<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>Motion: Moved by Debbie Sargent and seconded THAT the minutes of October 13, 2015 be adopted as presented. A number of minor changes were recommended and will be made. All in favour of revised minutes. Motion carried.</td>
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<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>Jan Weiten would like to keep the inquiry regarding interim funding from the Ministry alive, and find out what would happen to the additional funding after March 2016.</td>
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<td>5.</td>
<td>Business Arising</td>
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<td>a) Academic Planning Process</td>
<td>Kathryn McNaughton thanked everyone for a very successful VCC Day, in which we showcased our award-winning team members and had a good afternoon of planning. She reviewed the process for the rolling 3-year plans. Priorities from every school are being sent to Marlene Kowalski, VP Administration and CFO, as the planning process is part of her portfolio. It will be presented at the next leadership meeting on November 17, 2015, then come back to the department level for another look and to start the process of making more detailed plans in terms of who will be responsible for those priorities and what the time line will be. Once the plans are approved, deans and directors will be reporting on it every four months.</td>
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<td>Paul Yeung had some questions regarding time on task, and whether we will be tracking it. Kathryn said yes, we plan to track it, and we are still looking at where it will be reported.</td>
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<td>Todd Rowlatt asked when the draft plan will go out and when it will come to EDCO for advice. Kathryn says the goal is for Board approval by January or February 2016. Marlene could also come to the January EDCO meeting to report on the plan.</td>
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<td>Todd Rowlatt also asked about regular updates to EDCO. Kathryn will bring the four month reports to EDCO.</td>
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<td>b)</td>
<td>VP Academic Report</td>
<td>Kathryn McNaughton worked with CID and SIE last week and their activities reflected the five pillars.</td>
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<td>The Curriculum Development Committee met to make decisions regarding funds as the deadline was October 28, 2015. Some projects needed money for completion, and there were some emerging needs in some areas. We had $85,500.00 to distribute and $304,000.00 in requests. Letters were drafted in her office that morning and will be going out to departments shortly.</td>
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<td>She has also had a D2 meeting, a special meeting with all department heads to focus on ABE issues, and one meeting specifically with ABE department heads. These were rich and powerful conversations.</td>
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<td>She is also working on an ad hoc review and renewal committee, which will be meeting later in November. Judith McGillivray has been working on those reports, and has included a link in her summary.</td>
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<td>Kathryn has also been updating affiliation agreements, which will be housed in her office once they are approved at EDCO.</td>
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<td>We had an open education resources event in October and expect to be following up with Pearson. Shirley Lew and Dennis Innes will be meeting with Pearson and also a representative from Texidium, which is a company that provides portals for e-textbooks for Algonquin College</td>
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<td>Discussion</td>
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<td>and SFU, and BCIT. We are hoping to get a small pilot off the ground for that, and we will report back on that.</td>
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<td>Last Friday, there was a meeting for the provincial educational technology users at the downtown campus. There was engagement with users in many parts of the world.</td>
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<td>Paul Yeung asked about the use of the development funds in the last year, what is the strategy for determining how the money will be spent in the 2016-17 cycle, and whether the funds will be allocated by departments or by projects. Kathryn reiterated that this year’s funding has been spent, and that the committee will take it under advisement as ways to allocate money is always something that we are looking at.</td>
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<td>Elle Ting had a question regarding e-textbooks, and whether there are any plans to have a conversation with BC Campus regarding materials that have recently become available for trades. Kathryn said that they are in fact looking at both matters, and that the issue with BC Campus is that they look at funding on a year-to-year basis only, so we are looking at how to work with them more effectively. We are trying to ensure that we are able to offer our students the best quality materials at the lowest possible price.</td>
</tr>
<tr>
<td>c)</td>
<td>Academic Schedule, Enrolment Planning &amp; Timetabling</td>
<td>Brian Beacham presented on the on-going plan around the academic schedule. He also discussed enrolment planning.</td>
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<td>d)</td>
<td>Q2 Enrolment Data</td>
<td>Brian Beacham presented the Q2 Report on Enrolment. His charts show an increase in enrolment during this particular period of time.</td>
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<td>Paul Yeung had a question regarding the plan for increasing FTE numbers. Brian explained that FTEs are numbers of how many students are registered at a point in time, and it changes from year to year. Numbers are looked at against our budget, not against the Ministry funded targets. The Ministry is not worried about our overall FTE. Are we closer to our budget? Brian has researched the numbers, and we are closer to 94% FTE.</td>
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<td>Rick Cyr asked about the School of Trades, and why the budgeted FTE and actual FTE is so different. Brian explained that we budget high, but in the end, we actually do meet our targets.</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>e)</td>
<td>Health Unit Coordinator Program</td>
<td>Debbie Sargent presented an Information Note and explained that changes needed to the Health Unit Coordinator Program to be made due to external influences. Health authorities will only take one group of students for practicum placements per year, so we had to reduce the number of intakes. There are some strict rules made by the health authorities on what we are expected to follow. We have had some rejections for placements, and at times have had to defer some students to a later time. She feels that this is a fair plan for our students. Changes have been included in our enrolment plan for this year. Paul Yeung asked what would be the plan for finding viable placement solutions for our students. Debbie explained that requests in the province have been centralized into the HSP Net system. There are only so many placements available. Jan Weiten wondered about the increase in cohort size and what the affect is on the classroom environment.</td>
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<td>f)</td>
<td>Pre-Health Sciences Program Proposal</td>
<td>Debbie Sargent explained that this program is a certificate program, which is eight months (two terms) long. They would accept 32 students. This program is intended to help high school students who are not sure of what to study, as it gives them a chance to explore options. They also get science and computer exposure. In the past, we have seen attrition as students were not sure what they were getting into. The goal is to ensure success. We are in the development phase. David Branter noted that this proposal will be coming to the Curriculum Committee soon. Elle Ting asked about the English Language Proficiency requirement noted on page 27 of the package, and what are those requirements specifically? Debbie explained that if students took grade 12 in an English language institution, they would meet the requirements. If not, they would need to take the listening and speaking test.</td>
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<td>g)</td>
<td>Contract Training Update</td>
<td>Michael Yue reported on contract training by CS. Tanis Sawkins discussed the Centre for Immigrant Integration. We have submitted three proposals, and are waiting to hear back. Debbie Sargent reported verbally on contract training in the schools of Health and Access.</td>
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<td>h)</td>
<td>Gold Trail Affiliation Agreement</td>
<td>Katarina Jovanovic the coordinator for ECCE. This is a partnership with a school district in the Interior where we will train students in the local community. Early childhood educators have been identified as a major need for the community. High school students will be able to get dual credit, while additional adult students will fill out the cohort. Paul Yeung asked whether there will be a curriculum change to gear the program towards this target. Katerina said that we will integrate Aboriginal culture to reflect the area in the learning activities but the curriculum will not change. Nona Coles asked who will provide accommodations and support in the district. Katarina will discuss these details with the school district when she travels there. Nona reiterated that we have a duty to accommodate the students. Debbie Sargent mentioned that it would be helpful to have Kory Wilson, Director of Aboriginal Education, go up as well. Rick Cyr asked if there will be a contingency if an instructor falls ill. Katerina said that there are candidates in the area to be back up staff. Priority will be given to people who know the area well, preferably locals. <strong>Motion:</strong> Moved by David Branter and seconded THAT the Education Council approve the Gold Trail Affiliation Agreement. All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td>i)</td>
<td>Notice of Motion of EDCO Elections</td>
<td>Todd Rowlatt gave official notice of motion of EDCO elections.</td>
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<th>6.</th>
<th>Committee Reports</th>
<th>Todd Rowlatt gave official notice of motion of EDCO elections.</th>
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<tr>
<td>a)</td>
<td>Education Policy Committee</td>
<td>Mike Tunnah noted that the Policy Committee removed the sentence under the Procedures section which read, “IP grade should not be used indefinitely.” He also mentioned that the RW grade will be removed, and the rationale for that decision is that the RW will be seen as punitive and will possibly hurt students’ chance of getting in elsewhere. Taryn Thomson brought up a concern that a W can be interpreted as an RW to someone outside of the College. Students may still be judged as if they failed, even if they withdrew for legitimate reasons. Mike pointed out the Procedures section, and the list of reasons why we would require</td>
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<td>someone to withdraw. Elle Ting noted that historically, an RW grade did not have an effect on a student’s GPA. Charly Jadranin raised a concern over the suggested grading scale has a C+ at a 65%, while many schools start it at 64%. Todd Rowlatt recommended that we send this policy, particularly the issue of removing the RW, back to the Policy Committee to discuss. The Council agreed with this decision.</td>
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<td>ii)</td>
<td>C.3.3 Suspension and/or Discontinuance of Programs</td>
<td>Mike Tunnah presented an Information Note regarding Policy C.3.3 Suspension and/or Discontinuance of Programs. Currently, there is no language around suspension, so programs can be suspended for a long time. This policy puts process and guidelines in place for suspension, and lists five conditions. Todd Rowlatt asked whether a program has to be suspended before it gets cancelled. Mike says that the inference is yes, it does. Kathryn McNaughton noted that it would depend on the severity of the situation. Jan Weiten mentioned #5 under the Statement of Policy Principles, where it mentions “times of severe financial constraint.” She brought up a concern that it is still important to follow the proper process before suspending or discontinuing a program. It has been EDCO’s standard practice to revisit a program suspension a year or so later to re-evaluate. <strong>Recommendation:</strong> The Education Council recommends that Policy C.3.3 Suspension and/or Discontinuance of Programs be posted for community feedback.</td>
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<td>iii)</td>
<td>C.3.1 Program Advisory Committee</td>
<td>Presented by Todd Rowlatt as Mike Tunnah had to leave at 5:40pm. Todd discussed membership and definitions. Nona Coles mentioned the need to update Judith’s signature to Kathryn’s on the accompanying material. <strong>Recommendation:</strong> The Education Council recommends that Policy C.3.1 Program Advisory...</td>
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<td>b)</td>
<td>Curriculum Standing Committee</td>
<td>Committee be posted for community feedback.</td>
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<td>i) Computer Science and Software Systems Certificate</td>
<td>David Branter noted that the changes are meant to simplify admissions standards. Nona Coles was concerned that this is not enough language in the PCG regarding how transferable it is to other institutions. Paul Yeung asked if the wording is meant to refer to SFU students, or students other than those who attend SFU. Charly Jadranin suggested we include a link to other institutions on our website, rather than posting other institutions’ admissions requirements on our website. Motion: Moved by David Branter and seconded THAT Education Council approve the Computer Science and Software Systems Certificate. All in favour of approving the proposal with minor change to be made by Nona Coles and David Branter, with the exception of Paul Yeung and Charly Jadranin, who abstained. <strong>Motion carried.</strong></td>
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<td>ii)</td>
<td>UT Engineering Certificate</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT Education Council approve the changes to the PCG. All in favour, with the exception of Paul Yeung and Charly Jadranin, who abstained. <strong>Motion carried.</strong></td>
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<td>iii)</td>
<td>Medical Device Reprocessing Theory</td>
<td>David Branter presented this course outline, which was approved by Curriculum Committee as a minor change. David sought confirmation from EDCO that a course or program that has updated its documents to a new form/template does not qualify as a major change that needs to come to EDCO for approval. This assumes no major changes were also made to the content. EDCO agrees.</td>
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<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>No report</td>
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<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
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<td>Chair Report</td>
<td>No report</td>
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<td>Student Representative Report</td>
<td>No report</td>
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<td>9.</td>
<td>Pending Items</td>
<td>a) Aboriginal Culinary Program</td>
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<tr>
<td>10.</td>
<td>Next meeting</td>
<td>December 8, 2015, 3:30-5:30 pm, Room 1228 BWY B</td>
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<td>Brian Beacham left at 5:00pm. Kathryn McNaughton and Debbie Sargent left at 5:33pm.</td>
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<td>11.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 5:48pm</td>
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</tbody>
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**ATTENDEES:**
- Todd Rowlatt
- Debbie Sargent
- Jan Weiten
- Mike Tunnah
- Elle Ting
- Jo-Ellen Zakoor
- Brian Beacham
- Jan Theny
- Taryn Thomson
- Kathryn McNaughton
- Charly Jadranin
- Nona Coles
- Jan De Leebeeck
- Leah Nusgart
- David Branter
- Rick Cyr
- Paul Yeung

**REGRETS:**
- Peter Nunoda
- David Wells

**GUESTS:**
- Tanis Sawkins
- Michael Yue
- Katarina Jovanovic

**RECORDING SECRETARY:**
- Ella Ho

_________________________________________________
Todd Rowlatt, Chair
VCC Education Council
INFORMATION NOTE

PREPARED FOR: Education Council

RE: Update from Vice President Academic, Students & Research

Integrated Academic and Business plans

The integrated planning process is continuing to be refined. A meeting of the Leadership Team was held on Tuesday, November 17 to review the goals, objectives and plans that had been identified at VCC Day, November 4. The Leadership Team was able to review only about half of the document, and another meeting of the group will be held on December 10, from 8:30 to 12:30, to consider the remainder of the plan.

At the D2 meeting held on Tuesday, November 24 Marlene Kowalski presented the planning document to participants.

Consultation will continue as the plan is further refined at the institutional level. It is important to clarify that departmental plans are also being developed which will align with the institutional plan.

Curriculum Development funds

The committee met on November 3 to review proposals. We had $84,500 to disburse, and over $300,000 in requests. The committee discussed each request at length, and was able to provide funding for submissions in each school. The first principle in deciding on funding was whether projects were at a stage where additional support would enable them to be achieved.

The committee took the approach that unfunded projects are encouraged to proceed using PD, assigned duty, and “other days”.

Learning Commons

The November meeting of the Learning Commons committee featured lively discussion and the sharing of creative ideas. In January, we have set aside two hours for a planning meeting to lay out a strategic approach to building on the current pilots, and introducing additional substance to the concept of a Learning Commons.
D2 meetings
As mentioned earlier, November’s D2 meeting included a presentation of the current status of the implemented planning process. We also welcomed a new department leader, Brianna Higgins (Disability Services), who made a presentation. Each D2 meeting will feature a standing agenda item from Student Services. Participants also had the opportunity to read and discuss an article dealing with change entitled “Change through Persuasion” available at the following site: https://hbr.org/2005/02/change-through-persuasion

There is a need to develop an implementation plan to roll out the new Curriculum Development and Approval policy. We will be identifying time at the January D2 meeting for this topic.

Online Curriculum Management System
Two vendors have submitted expressions of interest and a committee is in the process of evaluating the proposals. There will be more to report in January.

E-text initiative with Pearson
As a follow-up to the Open Educational Resources event early in October, a small group of interested individuals met with Coral Kennet and Bruce McIntosh from Pearson, and Kelly Smyth from Texidium to discuss piloting an e-textbook initiative. At this point, we anticipate the pilot will be with one of the automotive trades apprenticeship levels.

Academic Events
A wide range of scholarships, bursaries and prizes were presented to students on Friday, November 20 at both morning and afternoon events. Donors, family members, friends and VCC representatives were in attendance to demonstrate support for our students’ engagement in their programs and the community more broadly. Special thanks to Nancy Nesbitt and her team for this wonderful acknowledgement of students.

On Thursday, November 26 we celebrated VCC’s fall convocation at the Queen Elizabeth Theatre. This is the first time convocation has been held at this venue, and everything was well-organized, with a host of volunteers making all aspects of the event run smoothly. The Registrar’s Office takes the lead role in convocation, and did an excellent job of ensuring its success.

Kathryn McNaughton
VP Academic, Students & Research
BACKGROUND: The following is from a report to Education Council on September 5, 2012 from the Vice President of Education and Student Services – “Due to low enrolment I have had to postpone the October intake of the Aboriginal Culinary program indefinitely. This program has had some success in the past but has been struggling with very low enrolment. I will be embarking on a comprehensive re-examination of the curriculum, mode of delivery and even the location of the program so as to ensure we can secure robust enrolment and continue to offer this unique educational offering.”

At the time this program was offered, the ITA funded Culinary Arts for 42 weeks; therefore, the Aboriginal Culinary Arts Program was built on a 42-week model. The ITA has since split the Culinary Arts training into Professional Cook 1 (28 weeks) and Professional Cook 2 (14 weeks). Students need to complete 1,000 hours of industry work experience before they can register for PC2.

DISCUSSION: The School of Trades proposes the cancellation of the 42-week program. In its place, the Culinary Arts Department proposes a PC1 program with a focus on aboriginal culinary techniques. Some of the curriculum developed for the original Aboriginal Culinary Arts Program could be incorporated into the new PC1 program.

Aboriginal Services at VCC is in discussion with several First Nations bands about offering cooking and baking training in their community. As well, the Culinary Arts Department is considering offering an elective in aboriginal culinary techniques. We expect this will meet the needs of the communities involved.

RECOMMENDATIONS: That Education Council recommends to the Board of Governors the cancellation of the Aboriginal Culinary Arts Program.

Prepared by: Dennis Innes, Dean, School of Trades
Name of Proposed Program: **Fashion Arts Diploma**

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

**A. Concept**

**Department Leaders:** Andrea Korens & Sarah Murray

**Faculty:** ____________________________________________________________

**Dean:** Michael Yue

**Proposal Date:** September 29th, 2015

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

N/A

**Introduction**

Fashion Arts Programming has a 30-year history at VCC. We have a strong foundation to build on; however, this program area is in need of curricular updates and financial planning, and a rethinking of program design. The beginnings of this program proposal lie in the Fashion Arts Diploma Formal Renewal Report, prepared by the Formal Program Renewal Committee in September 2013. In 2 years, of 43 recommendations in this report, we are proud to have fully resolved 30. An additional 11 essential recommendations will be resolved with program renewal. Creating a supportive and industry-represented PAC and engaging with them, in combination with a recent stakeholder survey, further informed this proposal.

Historically, Fashion Arts programming at VCC has been intensive, inflexible, and heavily content based. We plan to update program structure, learning outcomes, and delivery methods to better equip our graduates for a rapidly changing industry. By focusing on information literacy, research skills, and problem-solving skills, and using simulations and practicums to continually learn in context, we are confident that our students will be more successful, while working smarter, not harder. Further, by using online and blended delivery methods where possible, and by including work study and independent study elements, we can create more flexibility for our students.
Purpose and Context

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

The new Fashion Arts Diploma Program will provide graduates with big-picture understanding of the fashion industry and the core skills required to enter the job market in entry level positions. Areas of study include Illustration, Design, and Product Development; Pattern Drafting and Sewn Garment Construction; Fashion Business and Production/Operations; and Sales and Marketing. Students will learn essential computer programs throughout, including Illustrator, Photoshop, and Gerber CAD software. Meanwhile, various essential ‘soft’ skills will be reinforced, including communication, leadership, strong work ethic, attention to detail, cooperation and collaboration, resourcefulness and independence, and creative problem solving.

Students will graduate with the ability to pursue entrepreneurship, or a career in small or large sized companies, and they will be familiar with both local and offshore production cycles. They will be equipped with the core knowledge and research skills required to adapt to a variety of needs and situations.

Integrated practicums will allow students to graduate with real-life experience and a solid foundation for their professional network.

New graduates will be qualified to work as Design Assistant, Pattern Assistant, Production Assistant, Quality Assurance Associate, Sample Sewer, and Entrepreneur, among others.

2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents:

This proposal is directly in line with VCC’s Reconfigured Education Plan 2013-2016, in terms of both overarching commitments:

I. An innovative college for higher and further education, offering a wide range of quality, relevant career, applied and academic programming:
   The new Fashion Arts Diploma program will address most of the suggested goals. New programming will be directly informed by industry demand; will include practicum and self-study aspects; will provide PLAR in accordance with the Prior Learning Assessment and Transfer Credit Policy; will implement blended and online courses, and will include real-life simulations; will be re-costed for a more sustainable program area; will include learning objectives concerning environmental sustainability, labour practices, and community in the fashion industry; will pursue continuous improvement through annual program reviews, formative and summative evaluations, and using available resources for instructional
development; and will continue to engage with Counselling, Disability Services, and Aboriginal Education and Community Engagement.

II. A learning-centred college, engaging our learners and providing multiple, flexible pathways to advancement:
The new Fashion Arts Diploma program aims to have a more flexible delivery, with both full-time and part-time options, self-study, and practicum placement. It will address longstanding workload issues to help promote health, balance, and well-being for our students. Further, we are continually building on our multi-faceted recruitment and retention plan, including college, industry, community, and high school engagement; implementing recruitment measures into non-credit course offerings (program education, etc); community building initiatives for both students and staff; and proactive strategies for student success.

3. Identify how the proposed program supports VCC’s mission, core values, and strategic objectives?

While we have been working toward VCC’s Vision, Core Values, and Key Success Drivers, renewal will give us the opportunity to more fully bring our program area in line with VCC’s intended direction.

In our Fashion Arts program area, we truly believe in changing lives through learning opportunities. We strive to inspire and empower, and we plan to focus more directly on these objectives, with an added element of good citizenship. Better flexibility in programming will improve access for a more diverse learning audience. We look forward to modeling the innovation we want to see in our students, in our instructional design.

When considering VCC’s Key Success Drivers, in the past year, we have focused particularly on building Operational Excellence (through systems implementation, communication, and collaboration), and Reputational Management (through industry and alumni engagement, and dedication to resolving recommendations in the Fashion Arts Diploma Formal Renewal Report (FADFRR)). Renewal will allow us the ability to fully address Education Quality and Financial Sustainability, while continuing to progress in all aspects.

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

The current Fashion Arts Diploma works with Hair, Make-up, Fashion Merchandising, and Culinary departments on the graduate fashion show, and there is some collaboration between Fashion Arts and Fashion Merchandising areas in creating full-cycle industry simulations.

We would like to strengthen these collaborations, and work them specifically into program design. Our student profile includes a strong entrepreneurial representation, and it is essential for all Fashion Arts graduates to be business-minded; we would like to create an opportunity to work with business program areas.
One of the FADFRR recommendations was to develop a relationship with the Digital Graphic Design program area; we would like to explore this possibility.

We will work with other college departments where applicable to help students achieve application requirements.

Program Need

5. What educational gap, if any, is this program intended to fill?

This program will be the only public post-secondary institution offering a 2-year program in Vancouver, the other being Kwantlen Polytechnic University. Our admission requirements will be more accessible than KPU’s as it does not call for the university’s liberal arts electives requirements. While having a strong industry focus, our students will have more opportunities to study fashion ‘arts’, like fabric surface design and couture sewing.

We will also be the only program in the Lower Mainland, and of all relevant Canadian Fashion Arts programs, with part-time options. (See attached competition analysis documents.)

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

VCC’s Fashion Arts programming has been going strong for 30 years, and we are not changing our target audience. Since retiring the part-time Certificate program last year, we’ve heard a strong demand for part-time options. We look forward to being able to offer our new diploma program part-time, rather than running two competing programs.

7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

Vancouver has a robust fashion and apparel industry, and is the home of some of the major manufacturers/big brands in Canada (ArcTeryx, Plum, Plenty, Lululemon, MEC, Sugoi, Herschel, Kit & Ace, and Aritzia, to name a few). Highsnobiety, a high-profile fashion and lifestyle site, recently named Vancouver one of the top fifteen fashion cities in the world.¹ Vancouver also has a strong emerging designer scene, evident in the burgeoning growth of local boutique areas on Main St. and in Gastown.

BC has the third-largest job market in the Canadian fashion industry. New growth and a retiring workforce in the apparel market have resulted in a talent shortage, as reported by our PAC members (including Vice President BC at Canadian Manufacturers and Exporters). Canadian Manufacturers and Exporters project a 50% increase in the Apparel Industry labour market sector over the next 5 years.

¹ http://www.highsnobiety.com/2015/08/24/fashion-capital-list/
Further, the British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland.

Our past graduates have worked in every corner of the fashion world, locally and internationally, in companies ranging from Cirque du Soleil to WalMart, Lululemon to Burberry, and Nike to Mountain Equipment Co-op.

8. Anticipated start date of program (refer to Appendix XX):

September 2016.

**Competitive Analysis**

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

Fashion Design programs are offered at four private institutions in the Lower Mainland, and two public institutions, including VCC. In general, private offerings include shorter programs, with a significantly higher tuition cost, and lack in industry-specific training (all lack a practicum option, and most do not use industrial machinery). Kwantlen Polytechnic University offers a 4 year degree program, which is highly geared toward industry, but leaves behind some of the fashion ‘arts’ (for example, couture sewing). In general, class sizes are approximately maximum 20 students. VCC will be the only program with a part time option.

See attached Appendix A - Competitive Analysis document.

10. Is this concept supportable and sustainable with existing and/or available resources?

Fashion Arts programming has been offered at VCC for 30 years, sustainably. Our biggest setback is a need to update program design, curriculum design, and delivery methods, while re-costing the program. This program proposal will address all of these needs. We already possess the vast majority of required resources.

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

Although we have not yet completed the program design, we anticipate that the program will include both full-time and part-time cohort options.

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?
While we have not yet completed the program design process, we anticipate 2 years full-time, and up to 4 years part-time, with a maximum allowable completion time of 5 years.

13. How many students would you expect to enroll in each year of the program?

We would expect to enroll approximately 17 full-time and additional 17 part-time students per year.

**Admission and Delivery**

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

Admission requirements will be similar to past Fashion Arts Diploma requirements but with added computer literacy requirements. On consultation with Rachel Warick, Assessment Centre Supervisor, some adjustments will need to be made for consistency. Past admission requirements are as follows:

Admission is a competitive selection process based on consideration of the following:

1. A portfolio including at least three of each of the following:
   - Original artwork (can be non-fashion pieces such as paintings, drawings, or other artistic media)
   - Fashion illustrations
   - Design sketches and garments sewn by the applicant
2. Grade 12 or acceptable equivalent. May be waived for mature student applicants.
3. At least two of the following:
   - Employer recommendation indicating current status or potential in this field, OR employer character reference indicating work ethic and/or strengths.
   - Letter of support or recommendation from a public or private post-secondary instructor or administrator indicating abilities related to this field of study, OR character reference indicating work and/or strengths.
4. One-page letter of introduction describing goals as a student of the program.
5. English 12 with a ‘C+’ or equivalent demonstrated English Proficiency.

15. 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 program will include full-time and part-time evening options, as well as online and blended delivery methods where possible.

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

While we have not completed program design, we plan to allow for an early exit point for a Certificate.
Student Profile

17. 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)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

Based on past student demographic information from Institutional Research, and departmental knowledge of student background, target students are in early to late 20’s, mostly female, with high school and often with some other post-secondary education, low to middle income level, with demonstrated interest in the fashion industry.

Some students will be recent high-school graduates, but many of our students are young adults who have taken a few years to work or travel. Further, we often see students, especially international students or 1st/2nd-generation Canadians, who have already completed a post-secondary degree/diploma: usually, they first did the schooling their parents wanted them to do, and now are following their passion.

We have strong relations with high school Home Economics teachers which we will maintain (one PAC member is Nina Ho, from Eric Hamber’s fashion program at Vancouver School Board). We will continue to strengthen industry presence through our PAC members, guest speaker series, alumni engagement, and community involvement (for example, our graduate fashion show at Vancouver Fashion Week, our booth at the most recent Mini-Maker Faire, and participation in Fashion events and competitions).

Our non-credit courses prepare students for our credited programs, and we will work to develop and strengthen these offerings and ensure there is an element of program education/recruitment in those rooms.

By formalizing an articulation agreement with KPU, we hope to see students who want to transfer into their Degree program but who don’t meet the intensive application requirements. We also plan to create credit transfer guidelines for certain high school programs that have intensive fashion arts options.

Currently most of our students find us through online searches and often choose us based on program length and tuition cost; we must continue to ensure good internet search presence and competitive tuition pricing.

18. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available...?
Spring/Summer non-credit offerings will be available for students with sub-standard sewing skills, but who have otherwise met the application requirements. Such students will be offered acceptance, under condition that they successfully complete said courses. Similarly, students who do not meet the English Proficiency or computer literacy requirements will be directed to appropriate course offerings at VCC.

19. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?

This program area tends to see a majority of female students, which is representative of the industry. Current program offerings focus on women’s apparel; with more men’s apparel options, we hope to encourage more male students.

This program will be more accessible than private school competition for students with lesser financial resources or who require disability services support, etc. This program will be student loan eligible (full-time) and will also have more flexible part-time options.

Typical students come from a wide variety of ethnic backgrounds, including International students. As with all CS programs, two seats are reserved for Aboriginal students and this will continue in the renewed program. Historically the Aboriginal students in the program have been supported by Aboriginal Student Services throughout the studies at VCC. This support is highly valued and we look forward to continuing that relationship. We plan to consult with Aboriginal Services, International, and Counselling and Disability Services to get advice on reducing barriers. Further, our plans for a less intensive program, with part-time options, will be more welcoming to students with a variety of backgrounds, needs, and responsibilities.

Quality

20. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

Historically, an over-intensive workload and lack of program flexibility have been our biggest barriers to retention. By adjusting program design, we will address the workload issues: in the past, our program areas have focused on trying to cram in every possible detail, instead of emphasizing problem solving, research skills, and self-directed learning. Through continually contextualized learning, students will understand relevance and will learn skills in application throughout. Morale will improve with clear purpose and a bit more time for a healthy work/life balance.

Part-time programming, online courses, self-directed learning, and elective courses will create the flexibility that so many potential students need.
We are exploring options to allow seasoned industry professionals to enroll in some of the 2nd year courses, both to compensate for attrition and to foster good industry relations. We are currently piloting one such option with a course cluster, which teach in-demand CAD and illustration software.

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

Industry practicums will be a required component, both in first and second year (currently, they are optional).

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

We are working with Kwantlen Polytechnic University to establish a transfer credit agreement into their Degree program. We also hope to work with Ryerson University. For students transferring in to our program, PLAR will be available in accordance with the Prior Learning Assessment and Transfer Credit Policy.

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

Students will have the opportunity to ladder into KPU’s Degree program.

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per Policy D.3.5?

Yes, PLAR will be available to students in accordance with the Prior Learning Assessment and Transfer Credit Policy.

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

Current Continuing Studies instructors are qualified to deliver the content: they have been delivering a Fashion Arts Diploma for decades. Most of our instructors have been teaching in our program area for at least 5 years – and two have been with us for over 25 years. Most of the changes in programming reflect curriculum design and program design, rather than content. Where new content is introduced, and where an existing qualified instructor is not available, we will hire as needed (note program will continue to be offered through Continuing Studies).

While not all Fashion Arts teachers have had extensive instructional training, we continually support the improvement of instructional quality. We will encourage our instructors to take advantage of the upcoming series of instructional workshops presented by the Centre for Instructional Development.
Consultation Overview

26. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback (refer to Appendix XX:

I. Tene Barber, former Dean of Continuing Studies: May 2014 – March 2015
   Tene’s guidance resulted in conception of general structure of program, strategic planning (transfer credit agreements, strategic PAC formation, reputation management, creative resource management), and support in implementing many of the FADFRR recommendations.

   Current Fashion Arts Diploma program underwent preliminary financial analysis and re-costing, to prepare for fiscal realities of new programming.

III. Irene Young, then Vice President of Administration and CFO, Jerry Guspie, Director of Facilities, and Steve Horn, Facilities Manager: June 2015 – ongoing
   Several meetings and conversations took place, going over Fashion Arts space challenges and opportunities; production lab move proposal did not go forward, but new designated classroom space and design lab on the 9th floor, and production lab maintenance have addressed most of the space concerns.

IV. Elle Ting, Instructional Associate, Centre for Instructional Development: October 14th, 2015, and ongoing
   Consultation on program and curriculum design process and timeline; Elle also provided feedback on this document, competition analysis document, and the industry survey (mainly formatting, grammatical, etc). Design sessions will be facilitated by Instructional Associates from the CID.

V. Sherry Pidperyhora, Financial Aid Supervisor: October 13th, 2015
   Contacted Sherry requesting a meeting to confirm program requirements from a Financial Aid perspective. (no response as of now)

VI. Craig McGuigan, Director Student Services: October 21st, 2015
   Agreement that Fashion Arts program area had not placed undue demands on Student Services, and required service level is unlikely to change.

VII. Raymond Kaan, Associate Registrar Records: October 28th, 2015
   Course outlines and PCG to be submitted to Raymond/Registrar’s Office for feedback before submitting to curriculum committee.

VIII. Rachel Warick, Assessment Supervisor: October 26th, 2015
   Rachel pointed out some discrepancies in historical entrance requirements in English scores. We agreed that additional consultation would occur in the future, to ensure consistency.
IX. Linda Duarte, Department Head of Counselling and Disability Services: October 27th, 2015
   Reached out informing of planned renewal; Linda suggested being in touch with Craig Mcguigan if we required support from counselling or disability services a great deal.

X. Surinder Aulakh, Director of Safety and Security: October 25th, 2015
   Reached out informing of planned renewal; informed that there will be little or no immediate change to chemicals used or machinery requiring training, but requested feedback to ensure that all existing items had followed protocol (no response as of now)

XI. Yang Wang, Health and Safety Coordinator: October 26th, 2015
   Yang offered to assist with any required staff safety training.

XII. Kory Wilson, Director of Aboriginal Services: October 25th, 2015
   Reached out informing of planned renewal; requested feedback on how to better serve our indigenous learners (no response as of now)

XIII. Todd Rowlatt, Department Head of Library Public Services: October 26th, 2015
   Todd reminded us to be in touch if any new subject areas are added to curriculum, so that Elena Kuzmina (our library liason) can arrange for library support.

XIV. Claire Sauve, Senior Program Coordinator: April 2015 - ongoing
   Having recently brought the MDRT program through renewal, Claire has provided guidance throughout on process, timelines, budget and strategy, as well as assistance in finding information and problem solving. Claire has also provided support on developing this paper, especially in the business case.

XV. Michael Yue, Interim Dean of Continuing Studies: March 2015 - ongoing
   Michael has provided support since joining Continuing Studies, in strategy, resource management, and communications.

XVI. Cathy Snyder Lowe, Manager, International Student Admissions & Services and Angela Liang, International Marketing Recruitment Manager: October 16th, 2015
   Confirmed program requirements from International’s standpoint (full time, 2 years, at least 60 credits; practicum must be less than 50% of program). Cathy and Angela stressed a need to keep tuition competitive: the program is already hard to sell as students don’t have a lot of parental support in pursuing fashion. Highlighting job placement, or laddering into a degree program would help attract international students.

XVII. Karen Wilson, Director of Marketing and Communications, and Danielle Libonati, Marketing Communications Officer: October 26th, 2015
   Initial stages of marketing plan for new program launch, including mailing lists, a new postcard, a press release, and featuring new space and new programming innovations.

Further consultations will take place over the next several months as the Renewal progresses.

27. With whom have you consulted externally regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.
I. Andhra Goundrey, Program Coordinator, KPU Fashion Programming, February 2015, October 2015

Kwantlen Polytechnic University is interested in working out an articulation agreement.

II. PAC members, April 2015 – ongoing

Vancouver’s fashion industry is in a time of transition; on the one hand, we are gaining a reputation as an important city in the global apparel industry, but there is a manufacturing shortage which affects cost of labour. Graduates must be flexible and adaptable. Best ‘soft skill’ qualities in a new hire include attention to detail, good time management, taking initiative and demonstrating ownership, innovation, not being afraid to fail, and having a thick skin. Gaps in graduate knowledge include costing, fabric knowledge, patternmaking skills, business, and real-world knowledge. Graduates must have proficiency in relevant computer software (Excel, Illustrator, Photoshop, CAD).

There are many ways to enter the fashion industry, and an education is not essential, but typically, the more education you have, the faster you progress from an assistant role.

III. Industry Stakeholder survey

A Stakeholder Survey was conducted in September 2015, which has informed this proposal and will continue to inform the program design. The survey provided up-to-date demographic information regarding the Fashion and Apparel industry, program satisfaction information from both VCC grads and grads from other institutions, and market information regarding acceptable tuition, preference of program length and format. The survey also included extensive competency rating, which will inform the design process, in particular in creating Program and Course Learning Outcomes.

IV. Industry one-on-one interviews: August - October, 2015

One-on-one interviews were conducted with stakeholders from Lululemon, Plenty, Karma, Gentle Fawn, Roxanne Nikki, and JAC by Jacqueline Conoir. Recurring comments from the interviews included the following: current grads lack skills in developing tech packs, garment specifications, and garment costing; current graduates have insufficient knowledge of knitwear in construction and terminology; the program should have more emphasis on business, patternmaking and garment construction, brand awareness, and practicums; students must understand fabrics: how they drape, wash, behave, etc.; students must know Illustrator, Photoshop, Excel and Gerber; and the program should include more emphasis on flat-drawing skills in illustrator, for style, proportion, and accuracy.


50% growth projected in apparel industry over the next 5 years. Agreement amongst survey respondents that many key fashion industry positions are difficult to fill. CME in partnership with BC Government and large-sized apparel companies are engaged in development of BC Global Centre for Premium and Performance Apparel Design.
B. Business Case

Institutional Resources

1. What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

Because we have been offering a Fashion Arts Diploma program, we already possess the resources required. In the past few years, we have acquired new equipment and resources essential to remain competitive in our field (i.e., new CAD software & hardware, weaving loom, lab assistant). It would be ideal to add one or two more sewing stations to our lab, as these limit our maximum class size, and machines in need of repair can disrupt the classes (though it should be noted that our current maximum class size of 20 is on par with competing programs).

We already have a strong relationship with our library liaison, Elena Kuzmina, and have many established resources through the library, including print and online materials and subscriptions.

We will require a light facelift in 161-161G production labs (some painting, heavier cleaning). We will have some ongoing need for new machines, mostly as replacements, as well as specialty machinery as necessary to stay current.

2. Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

The Fashion Arts program area would continue to occupy production labs 161-161G full time for sewing, pattern drafting, and fabric surface design classes. This space already holds sewing machines, drafting tables, specialty machinery, laundry, and storage. We will continue to use computer labs 830 and 819 part time, as needed.

We are scheduled for December 2015 to move to the 9th floor for designated classroom space, design lab, and instructor office (full-time).

Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

Non-Recurring Costs
What will be the costs? Please provide accurate estimates.
The financial analysis is currently being conducted by the Department of Finance.

**Academic non-recurring estimated start-up costs (e.g., equipment costs/other)**

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of items</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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<tr>
<td>Program development (needs analysis, program design)</td>
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<td>Curriculum development (curriculum development and blueprinting)</td>
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<td>Staff – PD / enrichment</td>
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<td><strong>Sub-total</strong></td>
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**Capital Costs (Equipment, Renovations)**

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<tr>
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<th>No. of items</th>
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<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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<tr>
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<td>Lab facelift</td>
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<td><strong>Sub-total</strong></td>
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**Totals**

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<tr>
<th>Item</th>
<th>No. of items</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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</thead>
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<tr>
<td>Academic Non-Recurring</td>
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**Ongoing Costs**

**Operating Costs**

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<th>No. of</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
</table>

Curriculum Development and Approval
Pilot Project November 2014 to June 2015
Indicate the specific source(s) of funding for development, both internal and external.

The funding for development will come from the CS Admin Budget.

Indicate the specific source(s) of funding for delivery, both internal and external.

Funding for delivery will come from tuition revenue. The program will be costed such that it will cover all direct and indirect costs.
<table>
<thead>
<tr>
<th>Signature of Dean submitting concept document</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>November 3, 2015</td>
</tr>
</tbody>
</table>
Appendix A - VCC Fashion Arts Diploma Program: Competition Analysis

1. Competitive Landscape

In completing this Competitive Analysis, one major source of information is the Fashion Arts Diploma Formal Program Renewal Report (and associated appendices), completed in 2013 by the Formal Program Renewal Committee. Further research was added to represent a full list of competitors, as well as information on program logistics like tuition fees and program length (often cited as most important factors in choosing a fashion design program).

Locally, the only competing public program is Kwantlen Polytechnic University’s diploma/degree program; however, there are several private schools in Vancouver that offer diploma programs. Nationwide, Ryerson and George Brown Universities have been included for their prestigious fashion programming.

VCC is the only Fashion Arts program within a Continuing Studies context, identified as a challenge in the FADFPRR, in perceived image.

2. Program Logistics

- All competing programs are full-time, offered in the day. There are virtually no part-time for-credit options available.
- All programs are eligible for student loans. KPU and Ryerson both offer degree programs, which include various liberal and professionally-related electives.
- VCC, KPU and Ryerson all include practicums (VCC’s are optional, while KPU & Ryerson require work experience), while George Brown and all of the private institutions do not appear to offer practicums.
- All competing programs include some kind of fashion show or fashion event
- Most programs have a maximum class size of about 20
- Competing programs range from diploma to degree, from 1-4 years in length, and from $4,250 - $28,000 tuition per year (see figs. 1-3)
Appendix A – Competitive Analysis

Fig 1: Program Length

* Kwantlen has 2 exit points: a 2 year diploma or a 4 year degree
** George Brown and Ryerson are both in Eastern Canada; all others are in Vancouver

Private Institution
Public Institution
Appendix A – Competitive Analysis

Fig 2: Tuition Costs (Whole Program)

**George Brown and Ryerson are both in Eastern Canada, PDA is in Victoria; all others are in Vancouver

Private Institution
Public Institution

Fig 2: Tuition Costs (Per Instructional Hour)

**George Brown and Ryerson are both in Eastern Canada, PDA is in Victoria; all others are in Vancouver

Private Institution
Public Institution
3. Articulation Agreements

VCC’s current Fashion Arts Diploma does not have any transfer credit agreements in place; however, students have received some credit at KPU and Parsons (in New York) on a case-by-case basis. George Brown (diploma) has one articulation agreement with OCAD’s Material Arts & Design Degree program, and KPU will accept diploma transfers into upper levels of their degree program, with some additional courses. Private institutions in general do not list specific articulation agreements. KPU has expressed interest in developing a formal articulation agreement with VCC.

4. Admissions Requirements

Admissions requirements are similar amongst public fashion programs, including English requirements and a portfolio submission, though KPU’s are especially rigorous. Perhaps due to declining instruction in secondary schools (as reported by PAC member Nina Ho), many institutions do not require sewn garments (including most private institutions and Ryerson).

5. Program Objectives

Information was not available for many of the private institutions. In general, all programs include the following subject areas: sewing and garment construction; pattern drafting (manual); illustration and design. Programs vary in their inclusion of: computer illustration, design, and pattern drafting; fashion marketing; business; production; textile surface design and development; fashion journalism. In general, public institutions model course design around industry practices, and professionalism and ‘soft skills’ necessary to the industry are emphasized throughout (again, little information was available for private institutions).

NOTES:
The University of the Fraser Valley has discontinued its diploma program (2015).
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
<th>Breakeven tuition fee</th>
<th>Current tuition fee</th>
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</thead>
<tbody>
<tr>
<td>Maximum number of students</td>
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<td>20</td>
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<td>Expected number of students</td>
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<td>Revenue breakeven number of students</td>
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<td>Instructors' cost as % of Revenue</td>
<td>20 %</td>
<td>19 %</td>
<td>18 %</td>
<td>23 %</td>
<td>36 %</td>
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<td>Department non-labour cost as % of Revenue</td>
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<td>8 %</td>
<td>8 %</td>
<td>10 %</td>
<td>15 %</td>
</tr>
<tr>
<td>Instructors' cost as % of total cost</td>
<td>23 %</td>
<td>23 %</td>
<td>23 %</td>
<td>23 %</td>
<td>23 %</td>
</tr>
<tr>
<td>Department admin staff as % of total cost</td>
<td>9 %</td>
<td>9 %</td>
<td>9 %</td>
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<td>9 %</td>
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<tr>
<td>Department non-labour cost as % of total cost</td>
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<td>10 %</td>
<td>10 %</td>
<td>10 %</td>
<td>10 %</td>
</tr>
<tr>
<td>CS admin &amp; support staff as % of total cost</td>
<td>22 %</td>
<td>22 %</td>
<td>22 %</td>
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<td>22 %</td>
</tr>
<tr>
<td>CS supplies and general expenses as % of total cost</td>
<td>7 %</td>
<td>7 %</td>
<td>7 %</td>
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<tr>
<td>Program Gross margin</td>
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<td>$286,394</td>
<td>$319,658</td>
<td>$206,562</td>
<td>$40,443</td>
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<tr>
<td>Program Gross margin as % of Revenue</td>
<td>51%</td>
<td>54%</td>
<td>57%</td>
<td>46%</td>
<td>14%</td>
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<tr>
<td>Net contribution to VCC overhead / (Deficit)</td>
<td>$50,265</td>
<td>$79,832</td>
<td>$113,096</td>
<td>-</td>
<td>$(166,118)</td>
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<tr>
<td>Net contribution to VCC overhead / (Deficit) % from Revenue</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>0%</td>
<td>-58%</td>
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<tr>
<td>Cost per student</td>
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<td>$26,611</td>
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<tr>
<td>Other fees collected for third parties per student</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Total tuition and other fees per student</td>
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<td>$29,160</td>
<td>$31,116</td>
<td>$24,464</td>
<td>$14,692</td>
</tr>
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</table>

**Revenue**
- Tuition fees: $466,147, $495,715, $528,978, $415,882, $249,764
- Miscellaneous revenue from Fashion Show: $36,500, $36,500, $36,500, $36,500, $36,500

**Direct Program Expenditures**

**Labour**
- Instructors (incl. benefits) - Design: $102,470, $102,470, $102,470, $102,470, $102,470
- Instructors (incl. benefits) - Show: $13,417, $13,417, $13,417, $13,417, $13,417
- Department admin staff (incl. benefits): $39,737, $39,737, $39,737, $39,737, $39,737

**Non-Labour**
- Department supplies and general expenses - Design: $46,204, $46,204, $46,204, $46,204, $46,204
- Department supplies and general expenses - Show: $43,992, $43,992, $43,992, $43,992, $43,992

**Total Labour Costs**: $155,625, $155,625, $155,625, $155,625, $155,625

**Total Direct Program Expenditures**: $245,821, $245,821, $245,821, $245,821, $245,821

**Indirect Program Expenditures**
- CS admin & support staff: $98,711, $98,711, $98,711, $98,711, $98,711
- CS supplies and general expenses: $32,454, $32,454, $32,454, $32,454, $32,454
- Institutional support: $75,397, $75,397, $75,397, $75,397, $75,397

**Total Indirect Expenditures**: $206,562, $206,562, $206,562, $206,562, $206,562

**Total Direct and Indirect Cost**: $452,382, $452,382, $452,382, $452,382, $452,382

**Net contribution to VCC overhead / (Deficit)**
- 10%: $50,265, $79,832, $113,096, - $ (166,118)

**Simple Income Statement**

**Revenue from tuition**
- $502,647, $532,215, $565,478, $452,382, $286,264
- CS direct expenditures: $245,821, $245,821, $245,821, $245,821, $245,821

**Gross margin**
- $256,827, $286,394, $319,658, $206,562, $40,443

**CS Indirect expenditures**
- $131,165, $131,165, $131,165, $131,165, $131,165

**Total CS expenditures**

**Surplus / (Deficit) (prior VCC overhead)**
- $125,662, $155,229, $188,493, $75,397, $(90,721)

**VCC Institutional support (Overhead 20%)**
- $75,397, $75,397, $75,397, $75,397, $75,397

**Net Surplus / (Deficit)**
- $50,265, $79,832, $113,096, - $ (166,118)
Name of Proposed Program: Renal Dialysis Technician Citation Program

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

A. Concept
Department Leader: Rebeccah Bennett

Faculty:

Dean: Michael Yue

Proposal Date: October 26, 2015

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

Purpose and Context

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

The Renal Dialysis Technician Citation Program will prepare students to perform the required duties of Renal Technicians by training them in the knowledge, skills, and competencies necessary to work safely and effectively as part of an inter-professional healthcare team in dialysis facilities.

Students will gain both the theoretical background and hands-on practice to safely and efficiently apply principles of infection control and health and safety guidelines, demonstrate machine setup, apply technical training, demonstrate time management skills and maintain confidentiality, take patient vital signs and respond appropriately to patient emergencies, act as a patient resource, and apply principles of documentation. Students will be eligible to apply for Renal Technician positions in hospitals in the Lower Mainland and throughout Canada.

The Program Learning Outcomes (to be confirmed through the Curriculum Development phase) are:

1. Prepare, maintain, and troubleshoot dialysis equipment and components for treatment
2. Work effectively, ethically, and professionally both individually and as part of an inter-professional healthcare team
3. Maintain a safe environment by following infection control protocols, occupational health and safety guidelines, and established standards of care
4. Perform patient care duties within assigned roles and responsibilities
5. Document observations and care provided according to clinical and agency standards

2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents:

A. Reconfigured Education Plan 2013-2016
The curriculum review / program renewal project for the Renal Dialysis Technician program is aligned with both commitments of the Reconfigured Education Plan:

Commitment: an innovative college for higher and further education, offering a wide range of quality, relevant career, applied and academic programming

In the needs analysis phase of the review/renewal, we worked very closely with industry. We engaged the Program Advisory Committee (PAC), hiring managers and other healthcare professionals who work in dialysis around the Lower Mainland, as well as graduates of the program. Working with the Centre for Instructional Development we conducted Curriculum Design workshops with instructors, stakeholders, current technicians, and other subject-matter experts. This background work will enable the Curriculum Development phase to proceed quickly while ensuring quality in building the new curriculum - Program and Course Learning Outcomes, course Blueprints, and Assessments for both theory and clinical portions of the program.

Commitment: a learning-centred college, engaging our learners and providing multiple, flexible pathways to advancement

The Renal Dialysis Technician program is a condensed, short-term training program that provides students with opportunities for entry-level healthcare work. During the program the students engage in hands-on training in hospitals and renal dialysis clinics, and are “job-ready” upon graduation. The admission requirements can be achieved through multiple pathways, and for those students who require extra course work to prepare for the program, the courses can be taken at VCC.

B. British Columbia 2022 Labour Market Outlook

The Provincial Occupational Outlook states that Health Occupations are growing at a faster pace (2.0%) than the provincial annual average growth rate (1.2%). Regionally (Vancouver Island/Coast), Assisting occupations in support of health services are listed as one of the top five occupations forecasted to expand (2.2%) in the region. The BC Labour Market is clear in supporting jobs training in this area.

Moreover, the BC Jobs Plan Industry Profile on Health Care and Social Assistance points out that

- Health Care and Social Assistance was B.C.’s second largest employer in 2011, with 261,300 people working in this industry.
- This industry has a low unemployment rate and tends to be immune from economic fluctuations.
- Most jobs in this industry are located in the Mainland/Southwest, Vancouver Island/Coast and Thompson-Okanagan regions.
- The workforce is predominantly female and wages for women in this industry are notably higher than in other industries.

(http://www.workbc.ca/Job-Seekers/Industry-Profiles/9#sthash.hv6AS23n.dpuf)

3. Identify how the proposed program supports VCC’s mission, core values, and strategic objectives?

The program serves a diverse group of students, and provides accessible and direct entry job training that is well connected with industry groups and employers within the local community. The renewed program will address the Key Success Drivers:

- Educational Quality. Similar to the recently renewed Medical Device Reprocessing Technician (MDRT) Program, the Renal Dialysis Technician Program operates with strong industry connections, and the students spend most of their time learning in hospitals, which provides quality experiential learning and relevant, career-oriented industry experience.
- Operational Excellence. Throughout the renewal, we are reviewing and improving the admissions process to increase access for students, and support them through the pre-requisites. We will re-evaluate these processes as we launch the program and continue to improve the processes.
- Financial Stability and Sustainability. Continuing Studies is working closely with the Department of Finance to ensure that this program contributes to the sustainability and financial stability while remaining accessible to students. The Needs Analysis and Curriculum Design have been completed in-house, with minimal expenditure.
Proposal for New Program

- **Reputational Management.** The VCC Renal Dialysis Technician (formerly Certificate) Program has been running since 1999 and is well-known in the Lower Mainland and throughout BC. Prior to this renewal, the program had not gone through a renewal process for several years. As a result, the reputation of the program (and VCC by extension) has been at risk, particularly with the Health Authorities in the Lower Mainland. By responding to the requests of the PAC and by consulting with the Regional Health Authorities, we are ensuring that the VCC Renal Dialysis Technician Program remains well-recognized, visible and relevant.

- **Business Development.** The Renal Dialysis Program runs in partnership with three Regional Health Authorities: Vancouver Coastal Health, Providence Health, and Fraser Health. In maintaining these strong industry partnerships (through both this program and the MDRT Program), Continuing Studies is in holding a strong position for future training development opportunities, both in the Lower Mainland and throughout BC.

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

The role of Renal Technician is highly specialized and technical, and while there are no direct opportunities for laddering into other programs at this point, there is the potential to draw from ESL Pathways and other similar departments for students with foreign healthcare work experience and education. The ABE and Academic Upgrading/High School program areas may also be a source for potential students, as the Renal Dialysis program requires three high school courses as pre-requisites (English 12, Biology 12 and Chemistry 12).

Program Need

5. What educational gap, if any, is this program intended to fill?

There is a consistent demand for trained Renal Technicians in all hospitals and community dialysis clinics. The VCC Renal Dialysis Technician Program is the only such training program in British Columbia. Some of the British Columbia Health Authorities train Renal Dialysis Technicians internally, and there may be future opportunities to deliver training in those regions.

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

The Renal Dialysis Program has been running consistently since 1999. It typically runs once per year with a cohort of roughly 12-16 students, and is always fully enrolled with a healthy waitlist. There is a current waitlist of 85 students, and the Program Coordinator and Program Assistant continue to receive regular inquiries about the program.

7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

The program runs in partnership with Vancouver Coastal, Fraser and Providence Health Authorities, and the clinical practicums take place at hospitals and community dialysis clinics in those health regions.

The last cohort to graduate from this program was in 2013, and the hiring rate was very high. Sources: DASCO data, PAC.

Through Continuing Studies, a Stakeholder Survey was distributed to graduates of the program and also to non-graduate managers, educators, nurses and technicians working in the field. According to the survey, 80% of graduates are currently working in the field of Renal Dialysis.

This agrees with the latest data from DACS (2013) Employment Outcomes stated that:

- Of Valid Responses:
  - 97% in the labour force
  - 87% employed
- Of those Employed:
  - 92% employed in a permanent job
  - 88% employed in a training-related job
  - 23% had current job before/during studies
Proposal for New Program

At recent PAC meetings (September 17th 2015) we have learned that the casual pool is now low and the Health Authorities will soon experience a labour shortage of Renal Dialysis Technicians. Therefore there is a need to launch the renewed program in September, 2016 or otherwise as soon as possible.

Currently in Vancouver Coastal, Fraser and Providence Health Authorities, formal training (VCC Renal Dialysis Technician Certificate) or previous experience in the field are required for all new hires. Historically, employers in these Health Authorities prefer to hire VCC grads for entry level Renal Technician positions.

8. Anticipated start date of program: September 2016

Competitive Analysis

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

The VCC Renal Dialysis Technician Program is the only such program in British Columbia.

10. Is this concept supportable and sustainable with existing and/or available resources?

Yes. This renewed program is supportable and sustainable with the current resources in Continuing Studies. The current Program Coordinator will administer the program as part of the existing Health portfolio. As with all Continuing Studies program and courses, the program must show a net return. There are no expected increases in space / learning centre / IT / library resources (see question 27 for more details).

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

The Renal Dialysis Program is open access, for those applicants who have completed the admission requirements. The program runs as a cohort.

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

The program consists of 98 theory and 210 clinical hours. The program length has not been finalized, but will be approximately two months. The students must complete the theory and clinical portions simultaneously in order to graduate.

13. How many students would you expect to enroll in each year of the program?

There is a current expected annual enrollment of between 12-16 students (to be confirmed at later PAC meetings), which may increase as we are able to secure more clinical placement spots in Lower Mainland Hospitals.

Admission and Delivery

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

While these may be adjusted throughout the Curriculum Development phase, the admission requirements are expected to be as follows:

- Grade 12 graduation or equivalent
- English 12 with a C+, or equivalent and English language proficiency
- Biology 12 or equivalent with a C or higher
- Chemistry 11 or equivalent with a C or higher
- OACP 1108: Medical Terminology 1 or equivalent, taken within 5 years
- MSKL 1104: Interpersonal Communication Skills – Health or equivalent

Upon acceptance, students will also be required to complete the following:
Proposal for New Program

• Criminal Record Check (CRC)
• Valid CPR ‘C’ Certificate
• Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.
• A VCC Immunization Record

15. 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 program will be delivered face-to-face. The program has historically been intensively full-time (35 – 37.5 hrs/week) for 7.5 weeks, and it is expected that the program will increase in duration but not in instructional hours.

16. 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 program will remain short and intensive, and consists of only two courses; there are no options for multiple entry points.

Student Profile

17. 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)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

The Stakeholder Survey (which also surveyed graduates) indicated the following regarding the Renal Dialysis Technician students:

• 45% are male and 55% female.
• 23% were born in Canada, 36% in the Philippines, 18% in India, 9% in China. Other countries listed were: Mauritius, Poland, and Bangladesh.
• 36% of respondents speak English at home, while 64% speak another language.
• 50% of the graduate survey respondents are 40-49 years of age, 32% are 30-39, and 14% are 50-59.

• 100% of respondents had some prior post-secondary experience (35% had a degree, 23% had some post-graduate studies).
• 64% respondents indicated that they had prior healthcare experience: 36% from Canada, and 27% from elsewhere.

The Learner Profile which was completed as part of the Curriculum Design sessions and took the survey results as well as expertise in the room into account, indicated further that the majority of learners self-selected to enter into the program; there is a significant minority who are encouraged to enter by family members. The majority of learners enter the Renal Dialysis Program with the primary purpose of seeking stable and reliable employment. Motivation tends to be higher in those learners who self-select the Renal Dialysis Program; however, all learners show high motivation to enter the workforce as quickly as possible.

Historically, the Renal Dialysis Program has been well enrolled with a healthy wait list, and all recruitment to date has been word-of-mouth. There are over 85 students on our current waitlist. In order to promote the updated program and ensure intake remains steady, we will liaise with the Marketing Department directly, and will offer regular Info Sessions.

18. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available...

The level of English proficiency will most likely be adjusted to English 12 with a C+ or equivalent. The previous scores were (CLBPT Speaking 8, Listening 7, Reading 7, and Writing 6) – roughly equivalent to Grade 10 level Reading and Writing. There are English upgrading options available at VCC for those students who need to upgrade, such as ESL Pathways and CPE.
Proposal for New Program

There is also a Grade 12 graduation prerequisite. Students working to meet that requirement have the options of College and Career Access and College Foundations here at VCC.

The program curriculum will be developed to address issues of professionalism and the health-care context early in the program, rather than waiting until the students are entrenched in the clinical setting to learn these concepts and skills “on-the-job”.

The program will be full-time and intensive, and students will need to be prepared to prioritize their studies over other activities in order to be successful in the program.

19. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?

This program typically has quite a diverse student body. Since most of the new applicants come to the program word-of-mouth, there are some groups that are more highly represented. We will overcome this imbalance by recruiting more widely, with the help of the Marketing Department.

There are always two seats held for Aboriginal students in each cohort. Continuing Studies Health programs have worked and will continue to work with Aboriginal Student Services to ensure that Aboriginal learners are aware of the program as an option for entry-level health-care work.

Quality

20. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

Since the program is quite short, and is only comprised of two courses, we do not foresee any issue with retention, progression or completion. The Program Coordinator provides advising support to both potential and current students, with additional support coming from Aboriginal, Counselling and Disability Services. The Program Coordinator also works closely with the instructors to help support student success in the program.

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

The theory and clinical courses are integrated – students will gain the theory and knowledge that they require in the theory component and will practice the skills and apply the knowledge in the clinical course. The two courses are taken simultaneously, and the focus of the first part of the theory course is preparing students for the clinical practicum, which will begin in later weeks. By the time that students enter the clinical sites they will have an overview of the profession, role and departments that they will be working in, and explore the meaning and importance of professionalism in the context of the Renal Units.

As the course progresses, they will learn the theory behind the particular tasks that they will then practice in the clinical course, including principles of infection control and health and safety guidelines, machine setup, time management skills and confidentiality, patient vital signs and patient emergencies, and principles of documentation.

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

The technician role is highly specialized and there are no direct laddering opportunities to other programs at this time.

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

There is some emphasis on Continuing Education in the field of Renal Dialysis, and students will be exposed to the continued learning that occurs in the field (for example, in-service meetings).

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per Policy D.3.5?

PLAR is not yet available for this program.

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

Curriculum Development and Approval
Pilot Project November 2014 to June 2015
There are currently four Renal Dialysis Program Instructors. All of them are Senior Renal Technicians with 10+ years of experience each, and are current employees of the hospitals and community Dialysis clinics in which they teach. Each has been teaching in the Renal Dialysis Program at VCC for at least four years, and each has received consistently favorable student evaluations. The instructors were involved in the Renal Dialysis Design workshop and have provided input and suggestions into the needs analysis (current state of the program), and curriculum design.

Consultation Overview

26. With whom have you consulted internally regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback:

As the program launch is not planned until September 2016, some consultations have not yet occurred.

Centre of Instructional Development: We have been in contact with the CID since the beginning of the project (Brett Griffith and Elle Ting: July 2, 2015, July 7, 2015, July 16, 2015, and August 7, 10, 11 & 19, 2015). The CID supported the development of the Stakeholder Survey. All draft documents (Stakeholders Survey, Design Workshop Outcomes and Program Proposal) have been discussed at length with an Instructional Associate (July 21, 2015 July 29, 2015, July 31, August 7, 2015, August 10, 2015, August 12, 2015, August 19, 2015).

Finance: Stefan Valchev, Manager Financial Projects for CS, has been involved with preliminary costing of the (revised) program, and we will continue to work with the Department of Finance throughout the development.

Financial Aid: Due to the short length of this program, and the fact that the majority of the program hours are spent off-site in clinical, it is not eligible for StudentAid.

Learning Centre: We were in touch with Emily Simpson from the Learning Centre in October (October 7, 2015) and let her know about the updates to the program. We don’t anticipate any increase in usage of the Learning Centre for the RT Program, as students spend the majority of the program offsite. The Learning Centre may be able to offer students support around resume writing, to be discussed closer to the program launch in 2016.

Safety and Security: We were in touch with Surinder Aulakh, Director of Safety and Security, and Yang Wang, Health and Safety Coordinator in October (October 7, 2015) regarding safety issues. The theory courses that are held on-site are daytime classes and do not necessitate any specialized safety training for faculty, staff or students, nor any special access for staff. The program does deal with some chemicals and hazardous materials and waste and bio-matter. This occurs in the clinical sites (Lower Mainland Hospitals – all practicums are booked through HSPNET) and not at all during the theory component, which is on-campus. Students are all required to provide a full immunization record and CPR certification as well as a Criminal Record Check.

International: We were in touch with Cathy Snyder-Lowe - Manager, International Student Admissions & Services and Tina Chow - Director, VCC International (October 7, 2015 and October 8 2015) to give them an update regarding the Curriculum Review and the changes to the program. As in the past, the program will not be eligible for International Students as it is 2-months full-time. If International Students who are the process of applying for PR status and are interested in pursuing the prerequisites while they wait, they can do so.

27. With whom have you consulted externally regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

In particular, we have consulted Jan Olsen, Michelle Trask, Luis Josep, Arthur Owtram, David Pollock, Joseph Tamayo, Ricky Lin, and Daniel Dubenko. All are highly experienced in the field of Renal Dialysis. We consulted with the Design workshop participants and the Renal Dialysis PAC members on several occasions throughout the project (January 15, 2014, February 2, 2015, June 22, 2015, August 10, 2015, August 12, 2015 and September 17, 2015) to review the Program Goal, Program and Course Learning Outcomes, Course Learning Objectives, as well as the Program Admission Requirements and the Program Length.
Design Plan Workshop Participants:
- Luisito M. Sera Josep (Clinical Nurse Educator)
- David Pollock (previous Renal Tech Program Clinical Instructor, Renal Tech)
- Arthur Owtram (previous Renal Tech Program Theory Instructor, Renal Tech)
- Joseph Tamayo (Renal Tech)
- Ricky Lin (Renal Tech)
- Daniel Dubenko (PD Link Nurse - Home Peritoneal Dialysis Program)

The Design Plan Workshop took place in early August. The outcomes of the workshops were a new Learner Profile, and draft Program Learning Outcomes. Learning Outcomes for the Theory course and the Clinical course were worked out at a later date. Sources of information included the Needs Analysis / Stakeholder Survey, previous Program and Course Outcomes and Objectives, and the experience, insight and knowledge of the participants.

Rental Technician Program Advisory Committee:
- Cecilia Chow Operations Leader -St. Paul’s (PHA)
- Daniel Dubenko - PD Link Nurse - St. Paul’s (PHA)
- Michele-Anne Trask Operations Leader -St. Paul’s (PHA)
- Doug Calder Biomedical Engineer - VGH (VCH)
- Pam Papp Patient Services Manager - VGH (VCH)
- Jan Olsen Manager, Clinical Services - ARH (FHA)
- Luisito M. Sera Josep - Nurse Educator - St. Paul’s (PHA)
- Joseph Tamayo Renal Technician - SMH (FHA)
- Ex-officio: Michael Yue (Dean, Continuing Studies and Contract Training, VCC)
- Ex-officio: Debbie Sargent (Dean, School of Health, VCC)
- Ex-officio: Claire Sauve (Senior Program Coordinator, Continuing Studies, VCC)
- Ex-officio: Rebecca Bennett (Program Coordinator, Continuing Studies Health Sciences, VCC)

The Curriculum Review Process was first discussed at a RT PAC Meeting on January 15th 2014. The Committee met again on February 2, 2015 to discuss plans and potential changes to the program. Members of the PAC (particularly two Managers - Jan Olsen and Michelle Trask) were consulted at various times throughout the review process in order to discuss changes to the program, that the Outcomes were meeting Ministry and Health Authority Standards, and to discuss labour market. Meetings took place June 22 and September 17, 2015. The next meeting is scheduled for February 16, 2016.

**B. Business Case**

**Institutional Resources**
1. What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

The program will require CS Instructors and admin support. There will be some duplicating and other general expenses. The theory classes will be held at the Downtown Campus, and the clinical classes will take place in local hospitals and dialysis clinics.

There are no expected capital costs.

2. Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

The theory courses will require approximately 18 days of classroom space per cohort. There are no requirements for equipment or specialized spaces.
Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

**Non-Recurring Costs**

What will be the costs? Please provide accurate estimates.

The financial analysis is currently being conducted by the Department of Finance.

Academic non-recurring estimated start-up costs (e.g., equipment costs/other)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of items</th>
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<th>Yr 2</th>
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Capital Costs (Equipment, Renovations)

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<th>Yr 2</th>
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Totals

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<td>Totals</td>
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**Ongoing Costs**

Operating Costs

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<td>CS Supplies and general expenses</td>
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<tr>
<td>Institutional Support*</td>
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<tr>
<td>Grand Totals</td>
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Revenue

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<td>Tuition**</td>
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Indicate the specific source(s) of funding for development, both internal and external.
All development costs will be covered by the Continuing Studies Administration budget.

Indicate the specific source(s) of funding for delivery, both internal and external.
All delivery costs will be covered by tuition revenue.

Signature of Dean submitting concept document

November 2, 2015

Date
## Revenue

<table>
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<tr>
<th></th>
<th>$5,000</th>
<th>$5,053</th>
<th>$5,350</th>
<th>$5,684</th>
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<td>Expected number of students</td>
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<td>Revenue break-even number of students</td>
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<td>Instructors' cost as % of Revenue</td>
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<td>27 %</td>
<td>26 %</td>
<td>24 %</td>
<td>30 %</td>
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<tr>
<td>Department non-labour cost as % of Revenue</td>
<td>3 %</td>
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<td>4 %</td>
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<tr>
<td>Department admin staff as % of total cost</td>
<td>30 %</td>
<td>30 %</td>
<td>30 %</td>
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<tr>
<td>Department non-labour cost as % of total cost</td>
<td>10 %</td>
<td>10 %</td>
<td>10 %</td>
<td>10 %</td>
<td>10 %</td>
<td>10 %</td>
</tr>
<tr>
<td>CS admin &amp; support staff as % of total cost</td>
<td>4 %</td>
<td>4 %</td>
<td>4 %</td>
<td>4 %</td>
<td>4 %</td>
<td>4 %</td>
</tr>
<tr>
<td>CS supplies and general expenses as % of total cost</td>
<td>27 %</td>
<td>27 %</td>
<td>27 %</td>
<td>27 %</td>
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<tr>
<td>Program Gross margin</td>
<td>$47,973</td>
<td>$48,815</td>
<td>$53,570</td>
<td>$58,920</td>
<td>$40,731</td>
<td>$22,053</td>
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<tr>
<td>Program Gross margin as % of Revenue</td>
<td>60 %</td>
<td>60 %</td>
<td>63 %</td>
<td>65 %</td>
<td>56 %</td>
<td>41 %</td>
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<tr>
<td>Net contribution to VCC overhead / (Deficit) % from Revenue</td>
<td>9 %</td>
<td>10 %</td>
<td>15 %</td>
<td>20 %</td>
<td>0 %</td>
<td>-35 %</td>
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<tr>
<td>Net contribution to VCC overhead / (Deficit)</td>
<td>$7,242</td>
<td>$8,084 $</td>
<td>$12,840 $</td>
<td>$18,189 $</td>
<td>- $</td>
<td>($18,678)</td>
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<tr>
<td>Total tuition and other fees per student</td>
<td>$5,388 $</td>
<td>$5,441 $</td>
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<td>$6,072 $</td>
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### Program Gross margin

- $47,973
- $48,815
- $53,570
- $58,920
- $40,731
- $22,053

### Revenue Bank account

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<td>Tuition fees</td>
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<td>$85,597</td>
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### Total Revenue

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<th>$5,684</th>
<th>$4,547</th>
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<tbody>
<tr>
<td>Total Revenue</td>
<td>$80,000</td>
<td>$80,842</td>
<td>$85,597</td>
<td>$90,947</td>
<td>$72,758</td>
<td>$54,080</td>
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## Direct Program Expenditures

### Labour

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<tbody>
<tr>
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### Non-Labour

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### Indirect Program Expenditures

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### Total Direct and Indirect Cost

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### Net contribution to VCC overhead / (Deficit)

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<th>$5,350</th>
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<td>$18,189</td>
<td>-</td>
<td>($18,678)</td>
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### Net contribution to VCC overhead / (Deficit) % from Revenue

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<th>10 %</th>
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### Simple Income Statement

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<td>CS indirect expenditures</td>
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<td>Total CS expenditures</td>
<td>$60,631</td>
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<td>$60,631</td>
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<td>$60,631</td>
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<td>$19,369</td>
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<td>Net Surplus / (Deficit)</td>
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<td>$12,840</td>
<td>$18,189</td>
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BACKGROUND:
Prior Learning Assessment and Recognition (PLAR) is an important policy that serves to improve student access for those with non-traditional backgrounds. Given that VCC has a wide range of programs that permits many different types of students it is important to have policy and procedures that support the use of PLAR across programs and courses.

DISCUSSION:
The most significant change to this policy is that we split out Transfer Credit into its own policy. The procedures outline the conditions that must be met for a student to go through the PLAR process. There was also significant discussion that in order for PLAR to be successful there must be operational support beyond policy.

RECOMMENDATION:
Education Policy Committee provides D 3.5 Prior Learning Assessment and Recognition policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
VCC (the College) recognizes that students may have attained significant learning at a post-secondary level from work, training, and other experiences outside the formal post-secondary education system. Credit for such learning should be formally acknowledged if the student is able to demonstrate specific knowledge and/or skills reflective of the learning outcomes of a course at the same level and scope.

SCOPE AND LIMITS
Each approved program or course not part of a program will determine whether Prior Learning Assessment and Recognition (PLAR) is an acceptable route to acquire formal College credit. In addition, each program will determine the amount of PLAR that will be acceptable for that program, up to a maximum of 75% of a program. This information will be conveyed in the Program Course Guide (PCG). This maximum may be impacted by credit(s) received through the Transfer Credit Policy. In no case, will the combination of PLAR and Transfer Credit exceed 75% of a program.

This policy applies to all current or prospective VCC students requesting formal assessment of their prior learning experiences for College level credit.

STATEMENT OF POLICY PRINCIPLES
1. VCC will, when requested by a student and in accordance with appropriate evaluation procedures assess learning that the student has gained through work, training, and other experiences outside the formal post-secondary education system.

2. Students requesting Prior Learning Assessment and Recognition must apply and meet all the entrance requirements of a program or be accepted into a program prior to requesting PLAR.
3. Where learning can be equated to the learning outcomes or objectives of a course at VCC, credit will be granted and a grade noted on a student’s transcript in accordance with the College Grading Policy.

4. Faculty with expertise in the curriculum area will assess Prior Learning. The standards applied will be equivalent but not necessarily identical to those applied to students enrolled in the course for which credit is requested (e.g. Not all evaluation methods and related percentages outlined in the PCG may be required as such methods are established to give a student feedback overtime on their progress within a course).

5. The chosen assessment methods must be appropriate for the subject or skill area, targeted to the learning outcomes or objectives, competencies, and skills of the course, and reflective of the level of achievement expected of any student in that course.

6. Assessment fees will be levied for PLAR and may vary dependent on the assessment method(s).

RELATED POLICIES & LEGISLATION

LEGISLATION
College and Institute Act

POLICIES
C.1.1 Grading, Progression and Withdrawal Policy
C.1.2 Appeal of Final Grade
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.6 Admissions Policy
D.3.6.1 Flexible Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
New Transfer Credit Policy

RELATED PROCEDURES
Refer to D.3.5 Prior Learning Assessment Recognition Procedures
PROCEDURES FORM

Policy No. D.3.5
Title Prior Learning Assessment & Recognition
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic
Last Revised/Replaces
Effective Date Oct 14, 2015
Signed by

DEFINITIONS
Exceptions: Exceptions from having to take a course will only be granted through Transfer Credit or PLAR. These policies are in alignment with the Registrar’s regulatory responsibility in ensuring students’ meet all course/credential requirements of programs approved by the Education Council and the Board of Governors.

Recognition of Prior Learning Assessment (PLAR) is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

Transfer credit refers to the granting of credit for a course successfully completed at another post-secondary institution or through a professional organization or other agency with which an articulation agreement has been reached. The course may be equivalent to a course offered by the College (assigned credit) or at an appropriate year level in a subject or program area (unassigned credit).

PROCEDURES
1. Under normal circumstances, a student may not obtain credit through Prior Learning Assessment and Recognition for any course in which the student was registered at VCC within the previous six (6) months. Once this period has elapsed, the student must be able to demonstrate to the Department Leader additional learning acquired which supports his/her PLAR application.
2. Having decided to apply for Prior Learning Assessment of a course, a student must
   a. Begin the PLAR application process before or up to and including the first week of the commencement of the regular course. Exceptions may be made at the discretion of the Department Leader.
b. Obtain a Prior Learning Assessment Application Form from the Office of the Registrar.

c. Contact the Department Leader offering the course for which they wish to have a prior learning assessment and schedule an advisory session with the Department Leader to discuss suitability.

3. If PLAR is determined to be suitable, a student must

   a. Obtain the Department Leaders signature approving the PLA course and arrange assessment date(s).

   b. Submit the signed Prior Learning Assessment Application Form to the Office of the Registrar, register in the PLAR course and pay fees.

4. Students can withdraw their request for prior learning assessment up to, but not including the date of the assessment. The student will be refunded their PLA fee minus a processing fee. Withdrawal – Once registered for PLAR in a course, a student may withdraw according to guidelines established in the Grading, Progression and Withdrawal Policy. Course withdrawal will not be permitted for PLAR in courses of one week’s duration or less.

5. The College will be guided by the Guidelines for Prior Learning Assessment developed by the Provincial PLA Steering Committee and endorsed by the BCCAT.

6. The College recognizes the following methods of prior learning assessment

   a. **Challenge Exam**: A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to the learning objectives/outcomes of the course.

   b. **Standardized Test**: Although similar to a Challenge Exam this test is usually developed by someone other than the assessor. It is focused around widely recognized standards that are equivalent to the course objectives.

Components of learning assessments c-h to be determined by the Department Leader of delegate

   c. **Products/Portfolio**: Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist’s portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.

   d. **Demonstration**: Simulation or actual presentation of a candidate’s abilities, which may be live, recorded, or videotaped. The demonstration may include, but is not limited to such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.

   e. **Interview**: Oral questioning. The PLA interview is focused around course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.
f. **Worksite Assessment**: Similar to a demonstration. The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place or work. Assessment is normally made by faculty assigned to a candidate, but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a faculty assessor.

g. **Self-assessment**: Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.

h. **External Evaluation**: Assessment provided by an expert other than VCC faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by a faculty assessor.

7. For each course or group of courses, the Department responsible shall specify which methods of PLAR the Department recommends and record these methods in the course outline.

8. Where the PLAR was not successful this grade will appear on the student’s transcript.

9. Upon completion of a PLAR course
   a. Students are entitled to an interview with the faculty assessor to review their course performance.
   
b. A final grade will be awarded in accordance with the College’s Grading Policy and submitted to the Office of the Registrar.
   
c. The assessment of PLAR and/or transfer credit will be relayed to the student in a formal letter sent by the Office of the Registrar.

10. The Grade Appeal Policy will apply to Prior Learning Assessment and Recognition.
PREPARED FOR: Education Council
ISSUE: New Transfer Credit policy and procedures

BACKGROUND:
VCC recognizes that students may have completed course work at another institution or through various means that result in transfer credit opportunities. This policy is reflective of the mobile nature of students through the BC post-secondary system.

DISCUSSION:
We discussed that the procedures must outline the process by which students apply for transfer credit where they meet the pre-established standards through British Columbia Council on Admissions and Transfer (BCCAT). If no transfer credit appears in the BC Transfer guide this policy and procedures discuss steps to take to see if a transfer credit can be granted.

RECOMMENDATION:
Education Policy Committee provides NEW Transfer Credit policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
VCC (the College) recognizes that students may have successfully completed course work at another formally recognized educational institution and/or recognized educational institution through formal affiliation agreements and/or by recognized foreign credential assessment results. Credit for such learning should be formally acknowledged and noted on a student’s formal transcript.

SCOPE AND LIMITS
Under the College & Institute Act Section 25(1) Joint approval of the Board of Governors and the Education Council is required concerning the following matters: curriculum evaluation for determining whether courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs or course credits, at the institution, or if courses or programs, or course credits from one part of the institution are equivalent to courses or programs or course credit in another part of the institution.

This policy applies to all current or prospective VCC students requesting equivalency of completed course work at another post-secondary institution and/or recognition of learning outcomes in a VCC approved course outside the program area.

STATEMENT OF POLICY PRINCIPLES
1. VCC will, when requested by a student and/or in accordance with established articulation agreements grant credit for a course successfully completed at another post-secondary institution or through a professional organization or other agency. This credit associated with such a course may be equivalent to a course offered by the College (assigned credit) or at an appropriate year level in a subject or program area (unassigned credit). (DO WE WANT TO INCLUDE INTERNAL ARTICULATIONS?)

2. Receiving transfer credit(s) may impact a student’s course load and affect their full-time program status and eligibility for financial support or scholarships and awards.
RELATED POLICIES & LEGISLATION

LEGISLATION
College and Institute Act

POLICIES
C.1.1 Grading, Progression and Withdrawal Policy
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.6 Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
NEW Flexible Admissions Policy

RELATED PROCEDURES
Refer to the Transfer Credit Procedures
PROCEDURES FORM

Policy No. New
Title Transfer Credit
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic
Last Revised/Replaces
Effective Date
Signed by Oct 14, 2015

DEFINITIONS
Exemptions: definition required

Prior Learning Assessment (PLA) is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

Transfer credit refers to the granting of credit for a course successfully completed at another post-secondary institution or through a professional organization or other agency with which an articulation agreement has been reached. The course may be equivalent to a course offered by the College (assigned credit) or at an appropriate year level in a subject or program area (unassigned credit).

PROCEDURES

Transfer Credit

1. The College will be guided by the Principles and Guidelines for Transfer endorsed by the British Columbia Council on Admissions & Transfer (BCCAT) and published in the British Columbia Transfer Guide.

2. There are no fees assessed for Transfer Credits.

3. If transfer credit is pre-established through BCCAT and/or individual articulation agreements the College will automatically award this credit when a student applies for entry into a program.

4. If transfer credit is not pre-established a student must request transfer credit in writing and provide an official transcript along with detailed course information for department review, from each post-secondary institution or professional organization or agency at which
courses were taken. A designate for the program will determine if the course transfers for credit.

5. When determining whether transfer credit is to be granted, one or more of the following will be utilized
   a. Specific articulation agreements between VCC as receiving institution and other post-secondary institutions or professional organizations or other agencies as sending institutions.
   b. The BC Transfer Guide published in both print and electronic form by the British Columbia Council on Admission and Transfer
   c. Transfer guides published by other receiving institutions.
   d. Other on-line transfer guides
   e. Ad hoc evaluation by subject or program faculty based on materials such as a course outline, reading list, textbook(s), final examination. In general, transfer credit granted will be appropriate to the time the course was taken at the sending institution.
BACKGROUND:
At the November EDCO meeting there was concern expressed over the suggested changes to the RW and W grades portion of the policy. We’ve included only this particular section to help focus the discussion.

DISCUSSION:
As requested by EDCO, Education Policy Committee took another look at these changes. After a fulsome discussion Education Policy recommends that the RW grade be removed. Below you will find a summary of the recommendations.

- The ability to require a student to Withdraw will still exist under this policy
- RW as a grade on transcripts will not be an option, instead W will be used in its place
- The use of RW be confined to non-academic reasons as outlined in the procedures
- If there are academic reasons then the student should be graded accordingly and receive whichever grade is warranted based on the course outline
- RW will still appear in the student academic file
- The current use of the RW grade is thought to stigmatize students. This was the predominate view of the committee and basis for removing it as a grading option
- If a student is required to withdraw a W will appear on the students transcript

RECOMMENDATION:
Education Policy Committee recommends that because of the rationale provided C 1.1 Grading Progression and Withdrawal be approved at the January EDCO meeting

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
SECTION C: WITHDRAWALS

29. Student who withdraw or are required to withdraw from a course and/or program will have a Withdrawal (W) grade entered on their transcript to indicate an official withdrawal has taken place.

30. The Registrar’s Office establishes withdrawal deadlines for all programs and courses. Deadlines will be available on the College website and from the Registrar’s Office.

31. A “W” is not calculated into a student’s GPA.

32. Prior to the withdrawal deadline, a student may withdraw from a course or from a program by completing the “Request to Withdraw” form available on the College website and from the Registrar’s Office. The Registration Area will inform the instructor and/or Department Leader that the student has withdrawn.

33. After the withdrawal deadline, a student may request to withdraw from a course by submitting a “Request to Withdraw” form available on the College website and from the Registrar’s Office. Withdrawals after the deadline will only be considered for Extenuating Circumstances.

   a. Requests for withdrawal after the deadline must be approved by both an Associate Registrar and the relevant Department Leader.

   b. When reviewing requests for withdrawal after the deadline, consideration should be given to the amount of course work already completed by the student, to the Extenuating Circumstances, and to the reasons and supporting documentation that the student has identified to substantiate their request to withdraw past the published deadline.

   c. Requests to avoid failing or low grades will not be accepted.

   d. If the request is denied, the student remains registered in the course and will receive a final grade, calculated as outlined by the Course Outline or Program Content Guide.

34. A student can be required to withdraw from a course or from the entire program for failure to meet non-educational standards outlined in VCC policies. Failure to meet educational standards outlined in the Program Content guide and/or the course outline should result in the student not receiving the progression grade required to advance.

   a. This can include, but is not limited to, the following

      i. A serious breach of institutional policy (such as behaviour defined as misconduct in the Student Code of Conduct Policy D.4.3 or the Student Educational Policy D.4.5) which leads to the student’s removal from the program/course or the College;

      ii. Unsafe and/or unprofessional practice; and/or

      iii. Breach of a contract that had been previously established between the student and the program.
b. The instructor is responsible for notifying the student and the Department Leader of the requirement to withdraw. The instructor will provide the Department Leader with a completed “Require to Withdraw Form” stating the reasons for requiring the withdrawal.

c. The Department Leader is responsible for approving the “Required to Withdraw” form and for notifying the Registrar’s Office and the Dean responsible for the course/program, and providing the Registrar’s Office with a copy of the “Require to Withdraw” form.

d. The Registrar’s Office will notify the student in writing within three (3) business days of receiving the “Require to Withdraw” form, conveying the reasons that the student is being required to withdraw, and will be included in the Student Academic File.

e. A student who has been required to withdraw from two or more courses in the same term or from an entire program may not re-register into the same program or course(s) at VCC within a one year period. Exceptions can be approved by the relevant Dean/Director.

f. A student may appeal a requirement to withdraw from a course or a program under the Appeal of Final Grade Policy C.1.2.
PREPARED FOR: Education Council

ISSUE: Documentation Updates for Baking Apprentice and Baking Foundation Programs

BACKGROUND:
This proposal, presented by Fionna Chong is part of the curriculum documentation initiative currently underway. The proposal contains no changes to the programs.

DISCUSSION:
The committee asked for some language changes and noticed that the Baking Foundation documents were on the old format. These edits and document template changes have been made for the Education Council meeting package.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the documentation updates for the Baking Apprentice and Baking Foundation programs.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Baking & Pastry Arts – Apprentice

ANTICIPATED START DATE: January 2016

Curriculum Developer: Fionna Chong
Title: Dept. Leader
School/Centre: School of Trades
Department: Baking
E-mail: fchong@vcc.ca
Phone/Ext.: 8359

A) DEVELOPMENT TYPE (select all that apply) N/A – Program already running

☐ NEW PROGRAM
Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

☐ NEW COURSE(S)
Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
This course replaces: ____________________________________________

☐ CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)
☐ Program/Credential
☐ Prior Learning Assessment and Recognition (PLAR)
☐ Program Admission Requirements
☐ Program Learning Outcomes (Indicate outcome number(s): ______)
☐ Grading system (at variance with policy C.1.1 Course/Program Grading)
☐ Program duration/maximum allowable time for completion
☐ Program GPA requirements
☐ Program/Course Credit Hours
☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
☐ Course sequencing (that impacts the year the course is offered in)
☐ Other: __________________________________________________

☐ MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)
☐ Program/Course Description
☐ Program Purpose
☐ Recommended Student Characteristics
☐ Course Sequencing (that does not impact year the course is offered in)
☐ Course Name/Number
☐ Course Pre-requisite(s)/Co-requisite(s)
☐ Course Learning Outcomes
☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
☐ Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Other: _______________________

[VCC-CDAF-20150908]
B) ATTACHED DOCUMENTATION

- Program Content Guide
- Course Outline(s) All Courses already Existing and Running
  All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

Course name and number: ________________________________________
Course name and number: ________________________________________
Course name and number: ________________________________________
(Add additional lines if required)

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
   For new courses, provide a rationale for developing the course.

   N/A. Program already running for many years; this submission is to document (capture) the PCG and Course Outlines as part of the College-wide curriculum documentation project. There are no proposed changes to the existing program.

   The Registrar’s Office has reviewed and given feedback on the PCG and Course Outlines and the feedback has been incorporated.

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

   N/A
D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

N/A (please see rationale in previous page)

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<td>Other Department(s)</td>
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<td>Assessment Centre</td>
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<td>Centre for Instructional Development</td>
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<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Library</td>
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<td>Related additional Student Services</td>
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<td>VCC International and Immigrant Education</td>
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<td><strong>FINANCIAL AND OPERATING</strong></td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
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<td>PAC/CEG</td>
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<td>Affiliation, Articulation and/or Accreditation bodies</td>
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<tr>
<td>PSIPS</td>
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E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

   Subject Code:   Course #:   Credits:   Effective Term:

2. College Code: ___________________ Level: ______________
   Division Code: ___________________ Major: ______________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

   UT   Applied   ABE   Differential   Cost Recovery   IE   Contract

4. Finance Org Code: ___________________

5. Tuition for all courses: Domestic: ________________ International: ________________

6. College Initiative fee to be charged?   Yes   No

7. Student Society fees?   Yes   No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: ___________________

9. Classification Code: ________________

10. Taxonomy: ___________________
E) **FINAL REVIEW AND SIGN OFF**

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fionna Chong</td>
<td></td>
<td>November 3, 2015</td>
</tr>
</tbody>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Dennis Innes</td>
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**Curriculum Development Approval Form**

*** FOR EDUCATION COUNCIL OFFICE USE ***

<table>
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</tr>
<tr>
<td>□ Approved as presented, proceed with implementation</td>
<td></td>
</tr>
<tr>
<td>□ Approved with additional minor revisions</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________</td>
<td></td>
</tr>
<tr>
<td>□ Reclassified as a significant change</td>
<td></td>
</tr>
<tr>
<td><strong>New Course or Significant Change to a Program/Course</strong></td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO as presented, proceed to EDCO</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO with additional minor revisions</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: _______________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td><strong>New Program</strong></td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO as presented, proceed to EDCO</td>
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</tr>
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<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
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<table>
<thead>
<tr>
<th>EDUCATION COUNCIL</th>
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<tr>
<td><strong>Minor Revision</strong></td>
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<tr>
<td>□ Received as Information</td>
<td></td>
</tr>
<tr>
<td>□ Request review of documentation from Curriculum Committee</td>
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<tr>
<td>□ Reclassified as major, return to Curriculum Committee</td>
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<tr>
<td><strong>New Course or Significant Change to a Program/Course</strong></td>
<td></td>
</tr>
<tr>
<td>□ Approved as presented, proceed with implementation</td>
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</tr>
<tr>
<td><strong>New Program</strong></td>
<td></td>
</tr>
<tr>
<td>□ Recommend to Board as presented, proceed to Board</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to Board with additional changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to Board Date: _______________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Dean</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOARD OF GOVERNORS</th>
<th>Date: _________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Credential/Program</strong></td>
<td></td>
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<tr>
<td>□ Approved, proceed to implementation</td>
<td></td>
</tr>
<tr>
<td>□ Not approved (provide reason) ________________________________</td>
<td></td>
</tr>
</tbody>
</table>
Purpose

An apprenticeship is a system of training that combines work-based training with periods of formal practical and theoretical education. This theoretical instruction is provided by an approved training college or facility. Typically, apprentices leave their employment once a year to become students and complete their training. When an apprentice successfully completes his/her training and attains the required number of work-based hours, he/she earns a certificate or ticket, and becomes a journeyperson in his/her trade.

The Baking & Pastry Arts (Baker) Apprenticeship program is designed for the apprentice currently working in the baking & pastry arts profession.

Program Learning Outcomes

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

1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.

Instructional Activities, Design and Delivery Mode

Apprenticeship training is divided into three levels, typically taken over three years.

Each level (course) is offered face-to-face in our kitchens and enables students who are already working in the baking industry to enhance and expand their knowledge according to the Industry Training Authority (ITA) standards. Course content aligns with the current ITA Baker Program Outline. Instruction is provided through lectures to introduce theory and demonstrations to illustrate practical application of the theory. Students then have opportunities in the baking labs to apply their skills and to demonstrate their knowledge. Students will cover a vast variety of topics and make various products. Students will apply theoretical concepts and practical skills with proper assembly guidelines and suitable decorative techniques to build and finish various products. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.
Program Duration
Each level of training is four weeks in length.

Evaluation of Student Learning
In each level of training, students are evaluated on both their practical (hands-on) and technical (theoretical) skills and knowledge. The practical component is worth 70% of the student’s mark, while the theoretical component is 30%. Students must achieve a combined mark of 70% (B-) to pass each level.

Students are evaluated on their practical skills on an ongoing basis throughout the four weeks. There may be a mid-term and final theory exam and/or a combination of assignments for each level. Upon successful completion of the third and final level, students write the Interprovincial (IP) Standards examination to obtain their Red Seal certification. When an apprentice passes this exam and accumulates the required number of work-based training hours, he/she earns their interprovincial Red Seal trade certification or “ticket”. The Red Seal allows qualified tradespersons to practice their trade throughout Canada where the trade is designated without having to write further examinations.

Credential
As this is apprenticeship training with a focus towards helping students obtain their Interprovincial Red Seal certification, VCC does not offer a separate credential.

Admission Requirements
Students must be registered and have an active record with the Industry Training Authority (ITA) and have received a Trade Worker Identification number (TWID).

New apprentices who have successfully completed an ITA approved training program can apply to the ITA for credit towards the word-base and technical training requirements of their apprenticeship. Often, successful completion of a trades program or pre-apprentice foundation program significantly reduces the work-based and/or technical training hours required for the trade.

Prior Learning Assessment & Recognition (PLAR)
N/A

Recommended Characteristics of Students
It is strongly recommended that applicants consider the daily tasks associated with working in a professional bakery. These include the following physical and mental characteristics:

- Physical condition and stamina to meet the demands of the baking industry
- Good hand-eye coordination
- Ability to multi-task, with strong and efficient organizational skills
- Artistic ability is an asset
Course Credits

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAKP 1001</td>
<td>Baking and Pastry Apprentice Level 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>BAKP 2001</td>
<td>Baking and Pastry Apprentice Level 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>BAKP 3001</td>
<td>Baking and Pastry Apprentice Level 3</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 12.0

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

Course Descriptions

**BAKP 1001, 2001, 3001**  
Baking and Pastry Apprentice Level 1, Level 2, Level 3  
4.0/Course

All courses enable students who are already working in the baking industry to enhance and expand their knowledge according to the Industry Training Authority (ITA) standards. Course content aligns with the current ITA Baker Program Outline. Instruction is provided through lectures to introduce theory and demonstrations to illustrate practical application of the theory. Students then have opportunities in the baking labs to apply their skills and to demonstrate their knowledge. Students will cover a vast variety of topics and make various products. Students will apply theoretical concepts and practical skills with proper assembly guidelines and suitable decorative techniques to build and finish various products. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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.
Course Name: Baking and Pastry Apprentice Level 1

Department Head/Coordinator: Fionna Chong

Effective Date: January 1, 2016

School or Centre: School of Hospitality and Business
Department: Baking & Pastry Arts

Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):
Course Number: BAKP 1001
Number of Credits: 4

Course Pre-requisites (if applicable):
Students must be registered and have an active apprenticeship record with the Industry Training Authority (ITA) and have received an ITA Identification number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):

Course Description:
This course enables students who are already working in the baking industry to enhance and expand their knowledge according to the Industry Training Authority (ITA) standards. Course content aligns with the current ITA Baker Program Outline. Instruction is provided through lectures to introduce theory and demonstrations to illustrate practical application of the theory. Students then have opportunities in the baking labs to apply their skills and to demonstrate their knowledge. Students will cover a vast variety of topics and make various products. Students will apply theoretical concepts and practical skills with proper assembly guidelines and suitable decorative techniques to build and finish various products. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Using an experiential learning approach, this course will also provide students with the opportunity to work independently and in cooperative teams to apply theory to practice and to reflect on their own performance and product outcomes. Group discussions are facilitated to reflect on processes, product outcomes, customer relations, and learning.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:

Students will be able to:

• Select ingredients and preparation method to produce a variety of quick breads, cookies and squares, pies and tarts, puff doughs and products, bread and bun doughs, sweet yeast goods, laminated doughs and products, French pastries, and various cakes including filling, icings, and glazes.
• Mix batters and doughs according to the appropriate methods for all the various products mentioned above including biscuit method, muffin method, creaming methods, straight dough method, modified straight dough method, rolled-in method, etc.
• Assemble, bake, and finish all products according to guidelines and requirements.
• Adhere to industry health and safety standards in the preparation, handling and storage of baked goods.
• Comply with shop safety practices.
• Practice professional etiquette and personal hygiene as required by the food industry.
• Participate and communicate effectively as a team member.
• Implement principles of bakery management and merchandising for inventory and cost control.
• Recognize the theoretical principles and processes that influence product outcomes.
• Evaluate products according to governing theoretical principles and processes.

Program Learning Outcomes:

1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’</th>
<th>Specify Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>B-</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Work</td>
<td>70</td>
<td>Instructor observation of hands-on skill development, organization, safety &amp; sanitation, and participation</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>Combined theory quizzes &amp; tests, final theory test and special assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong> 100</td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Enter Total Hours** 30

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Quick breads, cookies and squares, pies and tarts, bread and buns, sweet yeast goods, French pastries, cakes and decorating of cakes; supporting team members; storage and handling of products; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

VCC Education and Education Support Policies

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The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

**Course Name:** Baking and Pastry Apprentice Level 2  

**Department Head/Coordinator:** Fionna Chong  
**Effective Date:** January 1, 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality and Business</td>
<td>Baking &amp; Pastry Arts</td>
</tr>
</tbody>
</table>

**Course History:**  
New Course  
**Name of Replacing Course (if applicable):**

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course Number:** BAKP 2001  
**Number of Credits:** 4

**Course Pre-requisites (if applicable):**

Students must be registered and have an active apprenticeship record with the Industry Training Authority (ITA) and have received an ITA Identification number.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**

- No  
- Yes (details below):

**Course Description:**

This course enables students who are already working in the baking industry to enhance and expand their knowledge according to the Industry Training Authority (ITA) standards. Course content aligns with the current ITA Baker Program Outline. Instruction is provided through lectures to introduce theory and demonstrations to illustrate practical application of the theory. Students then have opportunities in the baking labs to apply their skills and to demonstrate their knowledge. Students will cover a vast variety of topics and make various products. Students will apply theoretical concepts and practical skills with proper assembly guidelines and suitable decorative techniques to build and finish various products. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Using an experiential learning approach, this course will also provide students with the opportunity to work independently and in cooperative teams to apply theory to practice and to reflect on their own performance and product outcomes. Group discussions are facilitated to reflect on processes, product outcomes, customer relations, and learning.
### Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

### Course Learning Outcomes:
Students will be able to:

- Select ingredients and preparation method to produce a variety of cookies and squares, pies and tarts, puff doughs and products, bread and bun doughs, Artisan bread doughs, gluten free products, sweet yeast goods, donuts, laminated doughs and products, French pastries, and various cakes and tortes including filling, icings, and glazes, frozen desserts, plated desserts, and chocolates and confections.
- Mix batters and doughs according to the appropriate methods for all the various products mentioned above including creaming methods, straight dough method, modified straight dough method, rolled-in method, all-in method, sponge method, chiffon method etc.
- Assemble, bake, fry, and finish all products as mentioned above according to product guidelines and requirements.
- Adhere to industry health and safety standards in the preparation, handling and storage of baked goods.
- Comply with shop safety practices.
- Practice professional etiquette and personal hygiene as required by the food industry.
- Participate and communicate effectively as a team member.
- Implement principles of bakery management and merchandising for inventory and cost control.
- Recognize the theoretical principles and processes that influence product outcomes.
- Evaluate products according to governing theoretical principles and processes.

### Program Learning Outcomes:

1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
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Total 100

### Learning Environment/Type

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</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 30

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Cookies and squares, pies and tarts, bread and buns, advanced artisan breads, sweet yeast goods, gluten free products, laminated products, French pastries, cakes and tortes, frozen desserts, plated desserts, chocolate and confections; supporting team members; storage and handling of products; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Name:  Baking and Pastry Apprentice Level 3

Department Head/Coordinator: Fionna Chong  Effective Date: January 1, 2016

School of Hospitality and Business  Baking & Pastry Arts

New Course  1st Year Post-secondary

Name of Replacing Course  (if applicable):

Course Number: BAKP 3001
Number of Credits: 4

Course Pre-requisites (if applicable):

Students must be registered and have an active apprenticeship record with the Industry Training Authority (ITA) and have received an ITA Identification number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):

Course Description:

This course enables students who are already working in the baking industry to enhance and expand their knowledge according to the Industry Training Authority (ITA) standards. Course content aligns with the current ITA Baker Program Outline. Instruction is provided through lectures to introduce theory and demonstrations to illustrate practical application of the theory. Students then have opportunities in the baking labs to apply their skills and to demonstrate their knowledge. Students will cover a vast variety of topics and make various products. Students will apply theoretical concepts and practical skills with proper assembly guidelines and suitable decorative techniques to build and finish various products. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Using an experiential learning approach, this course will also provide students with the opportunity to work independently and in cooperative teams to apply theory to practice and to reflect on their own performance and product outcomes. Group discussions are facilitated to reflect on processes, product outcomes, customer relations, and learning.

Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Select ingredients and preparation method to produce a variety of advanced cookies, puff doughs and products, advanced breads and buns, Artisan breads, laminated doughs and products, French pastries, various cakes and tortes including filling, icings, and glazes, petit four pastries, frozen desserts, plated desserts, chocolates and confections, custard based desserts, sugar work, marzipan, and wedding cakes.
• Mix batters and doughs according to the appropriate methods for all the various products mentioned above including creaming methods, straight dough method, modified straight dough method, rolled-in method, all-in method, sponge method, etc.
• Assemble, bake and finish all products as mentioned above according to product guidelines and requirements.
• Adhere to industry health and safety standards in the preparation, handling and storage of baked goods.
• Comply with shop safety practices.
• Practice professional etiquette and personal hygiene as required by the food industry.
• Participate and communicate effectively as a team member.
• Implement principles of bakery management and merchandising for inventory and cost control.
• Recognize the theoretical principles and processes that influence product outcomes.
• Evaluate products according to governing theoretical principles and processes.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Work</td>
<td>70</td>
<td>Instructor observation of hands-on skill development, organization, safety &amp; sanitation, and participation</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>Combined theory quizzes &amp; tests, final theory test and special assignments</td>
</tr>
</tbody>
</table>

Total 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>25</td>
<td></td>
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</table>

Enter Total Hours 30

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Advanced cookies, puff doughs and products, advanced breads and buns, Artisan breads, laminated doughs and products, French pastries, various cakes and tortes including filling, icings, and glazes, petit four pastries, frozen desserts, plated desserts, chocolates and confections, custard based desserts, sugar work, marzipan, and wedding cakes; supporting team members; storage and handling of products; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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 web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Baking & Pastry Arts – Foundation Certificate

ANTICIPATED START DATE: August 2016

Curriculum Developer: Fionna Chong
Title: Dept. Leader
School/Centre: School of Trades
Department: Baking
E-mail: fchong@vcc.ca
Phone/Ext.: 8359

A) DEVELOPMENT TYPE (select all that apply) N/A – Program already running

- NEW PROGRAM
  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

- NEW COURSE(S)
  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
  This course replaces: 

- CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)
  - Program/Credential
  - Prior Learning Assessment and Recognition (PLAR)
  - Program Admission Requirements
  - Program Learning Outcomes (Indicate outcome number(s): ________)
  - Grading system (at variance with policy C.1.1 Course/Program Grading)
  - Program duration/maximum allowable time for completion
  - Program GPA requirements
  - Program/Course Credit Hours
  - Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
  - Course sequencing (that impacts the year the course is offered in)
  - Other: ____________________________

- MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)
  - Program/Course Description
  - Program Purpose
  - Recommended Student Characteristics
  - Course Sequencing (that does not impact year the course is offered in)
  - Course Name/Number
  - Course Pre-requisite(s)/Co-requisite(s)
  - Course Learning Outcomes
  - Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
  - Instructional Delivery Mode
  - Language (e.g., Typos, Spelling Errors, etc.)
  - Other: ____________________________
B) ATTACHED DOCUMENTATION

x Program Content Guide

x Course Outline(s)  All Courses already Existing and Running

All new, revised or replacement courses **must be approved in advance** with the Registrar’s Office.

Course name and number: __________________________________________

Course name and number: __________________________________________

Course name and number: __________________________________________

*(Add additional lines if required)*

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
   For new courses, provide a rationale for developing the course.

N/A. Program already running for many years; this submission is to document (capture) the PCG and Course Outlines as part of the College-wide curriculum documentation project. There are no proposed changes to the existing program.

The Registrar’s Office has reviewed and given feedback on the PCG and Course Outlines and the feedback has been incorporated.

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

N/A
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

**N/A (please see rationale in previous page)**

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td></td>
</tr>
<tr>
<td>Department Support Staff</td>
<td></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
</tr>
<tr>
<td>Assessment Centre</td>
<td></td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td></td>
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<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
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<tr>
<td>Financial Aid</td>
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<tr>
<td>Learning Centre</td>
<td></td>
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<td>Library</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
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</tr>
<tr>
<td>Related additional Student Services</td>
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</tr>
<tr>
<td>VCC International and Immigrant Education</td>
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<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
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<tr>
<td>Communications and Marketing</td>
<td></td>
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<td>Facilities</td>
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</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
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<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td></td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
</tbody>
</table>
### E. Implementation Information

**THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES**

**COMPLETED BY REGISTRAR’S OFFICE:**

1. **Course Identifier:**

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

2. **College Code:** ________________  **Level:** ________________  
   **Division Code:** ________________  **Major:** ________________

**COMPLETED BY FINANCE:**

3. **Which of the following fee structure applies?**

   - [ ] UT  
   - [ ] Applied  
   - [ ] ABE  
   - [ ] Differential  
   - [ ] Cost Recovery  
   - [ ] IE  
   - [ ] Contract

4. **Finance Org Code:** ________________

5. **Tuition for all courses:**  **Domestic:** ________________  **International:** ________________

6. **College Initiative fee to be charged?**  [ ] Yes  [ ] No

7. **Student Society fees?**  [ ] Yes  [ ] No

**COMPLETED BY INSTITUTIONAL RESEARCH:**

8. **FTE Divisor:** ________________

9. **Classification Code:** ________________

10. **Taxonomy:** ________________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Fionna Chong</th>
<th>[Signature]</th>
<th>November 3, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Dennis Innes</th>
<th>[Email Signature]</th>
<th>November 5, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
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</table>
CURRICULUM COMMITTEE

Date: _______________________

Minor Revision

☐ Approved as presented, proceed with implementation
☐ Approved with additional minor revisions
  ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: _________
☐ Reclassified as a significant change

New Course or Significant Change to a Program/Course

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional minor revisions
  ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ___________
☐ Recommend significant changes, return to Department Leader

EDUCATION COUNCIL

Date: _______________________

Minor Revision

☐ Received as Information
☐ Request review of documentation from Curriculum Committee
☐ Reclassified as major, return to Curriculum Committee

New Course or Significant Change to a Program/Course

☐ Approved as presented, proceed with implementation
☐ Approved with additional minor changes
  ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: _________
☐ Recommend significant changes, return to Department Leader

New Program

☐ Recommend to Board as presented, proceed to Board
☐ Recommend to Board with additional changes
  ☐ Revisions approved by Curriculum Committee Chair, proceed to Board Date: ___________
☐ Recommend significant changes, return to Dean

BOARD OF GOVERNORS

Date: _______________________

New Credential/Program

☐ Approved, proceed to implementation
☐ Not approved (provide reason) ____________________________________________________________
Baking Foundation Certificate

Program Content Guide

Effective Date: August 2016
**Goal**

Graduates from the Baking Foundation Certificate program will be able to work in any entry level baking position. After six (6) months of full time training, graduates may obtain entry level positions in retail bakeries, supermarkets, department stores, hotels, camps and other food related businesses. Graduates will have the knowledge and skills necessary to carry out their duties in a safe, ethical, and professional manner.

**Admission Requirements**

- Food Safe Certificate Level 1
- Strong attendance and punctuality record
- Current enrollment at minimum Grade 10 level

**Prior Learning Assessment & Recognition (PLAR)**

N/A

**Program Duration**

The program is 6 months in length.

**Program Learning Outcomes**

Graduates of the Baking Foundation Certificate Program will have acquired the skills and knowledge to:

- Work in a safe, sanitary manner in the bakery
- Work in a safe manner with regard to personal safety and the safety of others
- Work effectively as a member of a team
- Be responsible for decisions and actions pertaining to their work in the bakery
- Communicate effectively with peers, employers and customers
- Perform procedures for inventory control, costing and pricing
- Perform basic math functions
- Perform all duties in an ethical and professional manner
- Describe the baking process and the functions of ingredients
- Describe the cause and effect of mixing and baking
- Produce simple quick breads, pies, puff pastries, cookies and squares using appropriate procedures
- Produce a variety of breads and rolls, bagels, croissants, sweet yeast goods, doughnuts, and Danish pastries using appropriate methods
- Produce some simple sponge cakes, layer cakes, French pastries, dessert cakes, decorated birthday and specialty cakes
- Temper couverture for basic use
Instructional Activities, Design and Delivery Mode

The Baking Foundation Certificate Program is designed to meet the training needs of industry. The program content is monitored by a Program Advisory Committee which recommends changes to material based on industry needs.

The program provides practical instruction in a fully operational modern bakeshop similar to those found in industry. A major emphasis of this program is active student participation. Throughout the program the instructor will encourage the students to become increasingly more self-directed and responsible for their own learning. Learners are expected to come to class well prepared for active participation in classroom and lab activities.

Job entry skills are taught in the main areas of the baking industry:

• General Baking

• Yeast Products

• Cakes and Pastries

The six month program is organized into three levels:

Level 1 General Baking

Level 1 introduces the learner to the theoretical aspects of causes and effects of mixing and baking as well as ingredient functions, basic terminology, basic math and good manufacturing practices. Other topics include scaling accurately, metric conversions, portion control, equipment safety, correct food handling procedures, baking procedures, packaging, pricing and storing baked goods. Also included in Level 1 are the following courses:

- BAKG 1101 Various Pies
- BAKG 1102 Quick Breads
- BAKG 1103 Cookies and Squares
- BAKG 1104 Puff Dough

Level 2 Yeast Products

Level 2 introduces the learner to the theoretical aspects of causes and effects of mixing and baking as well as ingredient functions, basic terminology, basic math and good manufacturing practices. Other topics include scaling accurately, metric conversions, portion control, equipment safety, correct food handling procedures, proofing and baking procedures, packaging, pricing and storing baked goods. Also included in Level 2 are the following courses:

- BAKG 1105 Bread Doughs
- BAKG 1106 Sweet Yeast Goods
- BAKG 1107 Laminated Yeast Doughs
Level 3 Cakes and Pastries

Level 3 introduces the learner to the theoretical aspects of causes and effects of mixing and baking as well as ingredient functions, basic terminology, basic math and good manufacturing practices. Other topics include scaling accurately, metric conversions, portion control, equipment safety, correct food handling procedures, baking procedures, packaging, pricing and storing baked goods. Also included in Level 3 are the following courses:

BAKG 1108 French Pastries
BAKG 1109 Cake Decorating
BAKG 1110 Cake Baking
BAKG 1111 Bakery Merchandising

Evaluation of Student Learning

Expectations for the evaluation process will be discussed on the first day of classes. Practical work is continuously evaluated consistent with the College grading system. Clean work habits, product consistency, teamwork, participation and the ability to follow instructions are taken into consideration during evaluation. A number of tests will be administered throughout the program. There is also a final practical exam at the end of each level.

Recommended Characteristics of Students

- Physical condition and stamina to meet the demands of the baking industry
- Ability to stand for long periods of time
- Previous baking and/or cooking experience
- Written reference from teacher or counsellor
- Strong reading comprehension and study skills
- Time management/multitask skills
- Work independently
- Interest in working with people
- Maturity, interpersonal & communication skills
- Good hand-eye coordination
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
|          | BAKG 1101 | Various Pies  
Topics include pie dough, sweet short pastry, pie fillings, fruit and open face pies, simple decorating and tarts. | 2.0     |
|          | BAKG 1102 | Quick Breads  
Topics include preparing biscuits, scones, chemically leavened breads and a variety of muffins. | 2.0     |
|          | BAKG 1103 | Cookies and Squares  
Topics include piping, hand-dropping, hand-rolling, cutting-out, finishing, cutting and packaging of cookies and squares. | 2.0     |
|          | BAKG 1104 | Puff Doughs  
Topics include making different puff doughs, hand-rolling, making fillings and toppings for puff items and a variety of puff products. | 2.0     |
|          | BAKG 1105 | Bread Doughs  
Topics include the art of making, developing and hand-rolling basic breads, rye breads, buns and bagels. | 3.5     |
|          | BAKG 1106 | Sweet Yeast Goods  
Topics include making coffee cakes, yeast and cake doughnuts and other simple sweet yeast products. | 2.0     |
|          | BAKG 1107 | Laminated Yeast Doughs  
Topics include laminating Danish and Croissant doughs, producing toppings and fillings for appropriate Danish and Croissant products. | 2.5     |
|          | BAKG 1108 | French Pastries  
Topics include preparing mise-en-place, waste control, basic tempering of couverture and various aspects of preparing French Pastries. | 2.0     |
|          | BAKG 1109 | Cake Decorating  
Topics include the various aspects of cake decorating, including preparing mise-en-place, assembling techniques and decorating an assortment of cakes. | 3.0     |
### Program Content Guide

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAKG 1110</td>
<td>Cake Making</td>
<td>Topics include the various aspects of production flow, mixing and baking of cakes and related products.</td>
<td>2.0</td>
</tr>
<tr>
<td>BAKG 1111</td>
<td>Bakery Merchandising</td>
<td>This course introduces the learner to resume writing, marketing, management and business concepts, customer relations and storeroom procedures.</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Total Program Credits:** 24.0
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
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<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
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</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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/

This document is not to be copied or transmitted in any form without the consent of VCC ©
Course Name: Various Pies

Department Head/Coordinator: Fionna Chong  
Effective Date: August 1, 2016

School or Centre: School of Hospitality and Business  
Department: Baking & Pastry Arts

Year of Study: 1st Year Post-secondary

Course History:

Name of Replacing Course (if applicable):
Name of Replacing Course: Various Pies
Course Number: BAKG 1101
Number of Credits: 2

Course Pre-requirements (if applicable):
Admission to the program

Course Co-requirements (if applicable):

BAKG 1102, BAKG 1103, BAKG 1104

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):

Course Description:

This course introduces students to the basic methods used for making various pies and tarts. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Select ingredients and preparation method to produce a variety of pies and tarts.
• Mix doughs according to the appropriate method: short dough, flaky dough, mealy dough.
• Prepare pie and tart fillings according to the appropriate method: fruit; custard; creaming.
• Assemble, bake, and finish various pies and tarts.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Work</td>
<td>75</td>
<td>Instructor observation of hands-on skill development, organization, safety &amp; sanitation, and participation</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Combined theory quizzes &amp; tests, final theory test and special assignments</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
<td>Final practical test</td>
</tr>
</tbody>
</table>

Total 100

## Learning Environment/Type

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<tbody>
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<td>10</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 50

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, pie and tart dough characteristics, methods of making various types of fillings, dough mixing methods, assembly and make-up, portioning, baking methods, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Quick Breads

Department Head/Coordinator: Fionna Chong
Effective Date: August 1, 2016

School or Centre: School of Hospitality and Business
Department: Baking & Pastry Arts
Year of Study: 1st Year Post-secondary

Course History:
Name of Replacing Course:
(if applicable):
Name of Replacing Course:
(if applicable):
Course Number:
BAKG 1102
Number of Credits:
2

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):
BAKG 1101, BAKG 1103, BAKG 1104

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):

Course Description:
This course introduces students to the basic methods used for making quick breads, a group of products which include muffins, scones, and biscuits. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening, aeration and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.

Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Select ingredients and preparation method to produce a variety of quick breads.
• Mix batters and doughs according to the appropriate method: biscuit method, muffin method, creaming method for biscuits, and creaming method for muffins and loaves.
• Assemble and bake a variety of quick breads.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
## Learning Environment/Type

### Instruction Type

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Enter Total Hours: 50

## Components and Weighting of the Assessment/Evaluation Plan

### Type

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<tr>
<td>Final Exam</td>
<td>10</td>
<td>Final practical test</td>
</tr>
</tbody>
</table>

Total: 100%

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, leavening, aeration, gluten development, the baking process, mixing methods, assembly and make-up, portioning, baking, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management

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FOR COMMITTEE USE ONLY

Date Approved by Education Council:  

Date Approved by VCC Board (if applicable):
Course Name: Cookies & Squares

Department Head/Coordinator: Fionna Chong  
Effective Date: August 1, 2016

School of Hospitality and Business  
Baking & Pastry Arts

New Course  
Name of Replacing Course (if applicable): BAKG 1103  
Number of Credits: 2

Course Pre-requisites (if applicable):
Admission to the program

Course Co-requisites (if applicable):
BAKG 1101, BAKG 1102, BAKG 1104

PLAR (Prior Learning Assessment & Recognition)  
☑ No  ☐ Yes (details below):

Course Description:
This course introduces students to the basic methods used for making different types of cookies and squares. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Select ingredients and preparation method to produce a variety of cookies and squares.
• Mix doughs according to the appropriate methods: All-in method and creaming method
• Prepare various square fillings.
• Assemble and bake various cookies and squares.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
### Evaluation/Grading System

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<tbody>
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Total 100

### Learning Environment/Type

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<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 50

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, cookies and squares characteristics, methods of making various types of cookies and squares, batter mixing methods, assembly and make-up, portioning, baking methods, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Puff Doughs

Department Head/Coordinator: Fionna Chong  Effective Date: August 1, 2016

School or Centre: School of Hospitality and Business  Department: Baking & Pastry Arts

Course History: New Course  Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: BAKG 1104
Number of Credits: 2

Course Pre-requisites (if applicable):

Admission to the program

Course Co-requisites (if applicable):

BAKG 1101, BAKG 1102, BAKG 1103

PLAR (Prior Learning Assessment & Recognition)  ☐ No  ☐ Yes (details below):

Course Description:

This course introduces students to the basic methods used for making different types of puff doughs. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:

• Select ingredients and preparation method to produce a variety of puff doughs and products made from puff doughs.
• Mix doughs according to the appropriate methods: Classic/ordinary and "Blitz".
• Assemble and bake various products made with puff doughs such as sausage rolls, cheese straws, and other puff products.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according to the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
## Evaluation/Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
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<td></td>
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</table>

## Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
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<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
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<td>75</td>
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## Learning Environment/Type

(Select all that are used within the course)

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<tr>
<td><strong>Enter Total Hours</strong></td>
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</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, dough mixing methods, methods of making various types of puff products, assembly and make-up, portioning, baking methods, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker’s percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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<tr>
<td>Date Approved by VCC Board  (if applicable):</td>
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</table>
Course Name: Bread Doughs

Department Head/Coordinator: Fionna Chong
Effective Date: August 1, 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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</thead>
<tbody>
<tr>
<td>School of Hospitality and Business</td>
<td>Baking &amp; Pastry Arts</td>
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<table>
<thead>
<tr>
<th>Course History:</th>
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</thead>
<tbody>
<tr>
<td>New Course</td>
<td>1st Year Post-secondary</td>
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Name of Replacing Course (if applicable):

Course Number: BAKG 1105
Number of Credits: 3.5

Course Pre-requisites (if applicable):

BAKG 1101, BAKG 1102, BAKG 1103, BAKG 1104

Course Co-requisites (if applicable):

BAKG 1106, BAKG 1107

PLAR (Prior Learning Assessment & Recognition)

- No
- Yes (details below):

Course Description:

This course introduces students to the basic methods used for making different types of bread doughs. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.

Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Select ingredients and preparation method to produce bread base and different types of bread doughs which include lean yeast doughs and rye doughs.
• Mix doughs according to the appropriate methods: straight dough method and sourdough method.
• Assemble and bake various breads and buns.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
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8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
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<tr>
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<td>72.5</td>
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</tr>
</tbody>
</table>

| Enter Total Hours | 87.5 |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Ingredient characteristics and functions, dough mixing methods, methods of making various types of breads and buns, assembly and make-up, portioning, baking methods, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Sweet Yeast Goods

Department Head/Coordinator: Fionna Chong
Effective Date: August 1, 2016

School or Centre: School of Hospitality and Business
Department: Baking & Pastry Arts
Year of Study: 1st Year Post-secondary

Course History:

Name of Replacing Course (if applicable):
Course Number: BAKG 1106
Number of Credits: 2

Course Pre-requisites (if applicable):
BAKG 1101, BAKG 1102, BAKG 1103, BAKG 1104

Course Co-requisites (if applicable):
BAKG 1105, BAKG 1107

PLAR (Prior Learning Assessment & Recognition)
☐ No ☐ Yes (details below):

Course Description:

This course introduces students to the basic methods used for making sweet yeast doughs and products. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
- Select ingredients and preparation method to produce sweet yeast doughs and different types of products made from the dough which include hamburger/hot dog buns, cinnamon buns, cake and yeast donuts, and other sweet yeast goods.
- Mix doughs according to the appropriate methods: modified straight dough method and sponge method.
- Assemble, bake, and fry various sweet yeast goods.
- Use appropriate bakery tools and equipment safely and effectively.
- Recognize the theoretical principles and processes that influence product outcomes.
- Evaluate products according to governing theoretical principles and processes.
- Apply mathematical principles to calculate formulas according to production specifications.
- Adhere to industry health and safety standards in the preparation, handling, and storage of products.
- Comply with shop safety practices in production.
- Practice professional etiquette and personal hygiene in production.
- Work effectively as a team member during production.
- Implement principles of bakery management and merchandising to control inventory and manage waste.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according to the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
### Evaluation/Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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<tbody>
<tr>
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### Learning Environment/Type

(Select all that are used within the course)

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</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
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</table>

Enter Total Hours 50

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, sweet yeast dough mixing methods, assembly and make-up, portioning, baking methods, frying methods, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker’s percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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**Course Name:** Laminated Yeast Doughs

**Department Head/Coordinator:** Fionna Chong  
**Effective Date:** August 1, 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tr>
<td>School of Hospitality and Business</td>
<td>Baking &amp; Pastry Arts</td>
</tr>
</tbody>
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<tbody>
<tr>
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**Course Pre-requisites (if applicable):**

BAKG 1101, BAKG 1102, BAKG 1103, BAKG 1104

**Course Co-requisites (if applicable):**

BAKG 1105, BAKG 1106

**PLAR (Prior Learning Assessment & Recognition):**

- Yes (details below)

**Course Description:**

This course introduces students to the basic methods used for making laminated yeast doughs and products. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
**Instructional Strategies:**

Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

**Course Learning Outcomes:**

Students will be able to:

- Select ingredients and preparation method to produce laminated yeast doughs and different types of products made from the doughs which include croissants and Danish pastries.
- Mix and prepare doughs according to the appropriate method: laminated or rolled-in method.
- Assemble and bake various croissants and Danish pastries.
- Use appropriate bakery tools and equipment safely and effectively.
- Recognize the theoretical principles and processes that influence product outcomes.
- Plan and execute daily production list to efficiently and confidently meet specific production criteria.
- Evaluate products according to governing theoretical principles and processes.
- Apply mathematical principles to calculate formulas according to production specifications.
- Comply with shop safety practices during production.
- Practice professional etiquette and personal hygiene during production.
- Work effectively as a team member during production.
- Implement principles of bakery management and merchandising for inventory and cost control.

**Program Learning Outcomes:**

1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
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## Evaluation/Grading System

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Enter Total Hours 62.5

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, laminated yeast dough mixing and dough preparation methods, assembly and make-up, portioning, baking methods, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** French Pastries

**School of Centre:** School of Hospitality and Business

**Department:** Baking & Pastry Arts

**Course History:**
- New Course
- **Name of Replacing Course (if applicable):**

**Course Pre-requisites (if applicable):**
- BAKG 1101, BAKG 1102, BAKG 1103, BAKG 1104, BAKG 1105, BAKG 1106, BAKG 1107

**Course Co-requisites (if applicable):**
- BAKG 1109, BAKG 1110, BAKG 1111

**Course Description:**
This course introduces students to the basic technical and artistic aspects used for creating French pastries, covering topics such as assembly techniques and contemporary design and finishing methods. Students apply theoretical concepts such as ingredient function, formula balancing and calculation, leavening, aeration, and gluten development to their practice. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:

Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:

Students will be able to:
- Describe the need and design considerations for French pastries.
- Make and prepare all components required for the design and assembly of the French pastries.
- Assemble and decorate French pastries using a variety of cakes, bases, fruits, fillings, icings and decorative techniques.
- Cut and portion pastries accurately with minimal waste.
- Design French pastries which take into account seasonal availability, flavor combinations and customer need.
- Use appropriate bakery tools and equipment safely and effectively.
- Recognize the theoretical principles and processes that influence product outcomes.
- Plan and execute daily production list to efficiently and confidently meet specific production criteria.
- Evaluate products according to governing theoretical principles and processes.
- Apply mathematical principles to calculate formulas according to production specifications.
- Adhere to industry health and safety standards in the preparation, handling, and storage of products.
- Comply with shop safety practices during production.
- Practice professional etiquette and personal hygiene during production.
- Work effectively as a team member during production.
- Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:

1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
### Evaluation/Grading System

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Total 100%

### Learning Environment/Type

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Enter Total Hours 50

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Ingredient characteristics and functions, need for French pastries, design considerations, flavor combinations, preparation methods, assembly and make-up, portioning, finishing, storage and packaging as applied to product outcomes; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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Course Name: Cake Decorating

Department Head/Coordinator: Fionna Chong

Effective Date: August 1, 2016

School or Centre: School of Hospitality and Business

Department: Baking & Pastry Arts

Year of Study: 1st Year Post-secondary

Course History:

Name of Replacing Course:
No Replacing Course

Course Number: BAKG 1109

Number of Credits: 3

Course Pre-requisites (if applicable):

BAKG 1101, BAKG 1102, BAKG 1103, BAKG 1104, BAKG 1105, BAKG 1106, BAKG 1107

Course Co-requisites (if applicable):

BAKG 1108, BAKG 1110, BAKG 1111

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

Course Description:

This course introduces students to the basic technical and essential design principles, guidelines for cake assembly and basic decorative techniques. Topics include composition and the use of colors. Students apply theoretical concepts and design principles with proper assembly guidelines and suitable decorative techniques to build and finish various cakes. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Design various cakes by applying essential design principles and assembly guidelines.
• Select ingredients, preparation methods, colors and decorative techniques to assemble and decorate various cakes given a set of specifications.
• Assemble and cut cakes accurately, effectively and evenly with minimal waste.
• Prepare cakes, bases, fillings, icings and glazes using appropriate techniques to maintain proper emulsion and aeration.
• Mask round and rectangular cakes smoothly and evenly.
• Execute basic decorative techniques such a border and flower piping consistently.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
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## Learning Environment/Type

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</tbody>
</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Essential design principles, composition guidelines, color wheel and mixing, assembly guidelines, decorative techniques, preparation methods for icings, fillings and glazes, knife skills, storage and handling of products; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Cake Making

Department Head/Coordinator: Fionna Chong

Effective Date: August 1, 2016

School or Centre: School of Hospitality and Business
Department: Baking & Pastry Arts

Year of Study: 1st Year Post-secondary

Course History:
New Course
Name of Replacing Course (if applicable):

Course Number: BAKG 1110
Number of Credits: 2

Course Pre-requisites (if applicable):
BAKG 1101, BAKG 1102, BAKG 1103, BAKG 1104, BAKG 1105, BAKG 1106, BAKG 1107

Course Co-requisites (if applicable):
BAKG 1108, BAKG 1109, BAKG 1111

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):

Course Description:
This course introduces students to the basic technical and essential cake making principles of aeration and emulsification. This course allows the student to understand, apply and problem-solve these principles through the making of cakes, sponges, various pastry bases as well as icings, buttercreams, and glazes. Furthermore, students will apply teamwork, communication and health and safety principles throughout their practice.

Students will select and use ingredients, equipment and production methods according to production criteria and industry standards. Time is planned and organized on a daily basis to meet course requirements and to achieve proficiency.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Describe how air cells are properly developed and apply appropriate mixing methods to achieve desired aeration for making cakes and sponges.
• Describe and produce different types of emulsions using proper and effective techniques.
• Select ingredients and preparation methods to produce a variety of batters, fillings and icings
• Spread batters effectively and evenly.
• Portion, make up, bake and finish products according to specifications.
• Prepare appropriate icing and practice basic piping techniques such as borders, rosettes, shells and roses.
• Use appropriate bakery tools and equipment safely and effectively.
• Recognize the theoretical principles and processes that influence product outcomes.
• Plan and execute daily production list to efficiently and confidently meet specific production criteria.
• Evaluate products according to governing theoretical principles and processes.
• Apply mathematical principles to calculate formulas according to production specifications.
• Adhere to industry health and safety standards in the preparation, handling, and storage of products.
• Comply with shop safety practices during production.
• Practice professional etiquette and personal hygiene during production.
• Work effectively as a team member during production.
• Implement principles of bakery management and merchandising for inventory and cost control.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
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10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
**Evaluation/Grading System** *(Click on drop down box arrows to see list of options)*

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**Enter Total Hours** 50

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Aeration, air-cell development methods, emulsion, emulsification methods, ingredient characteristics and functions, specific gravity, batter spreading and panning, techniques to create different types of icings, fillings and glazes, baking of various types of batters, storage and handling; preparation of icing for practice piping; basic piping techniques; mathematical conversions and calculations; application of baker's percentage; interpretation of formulas; correct use of tools & equipment; supporting team members; writing and executing daily production lists; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

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 web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Bakery Merchandising

Department Head/Coordinator: Fionna Chong
Effective Date: August 1, 2016

School of Hospitality and Business

Course History:
Name of Replacing Course
(if applicable):
Course Number: BAKG 1111
Number of Credits: 1

New Course
1st Year Post-secondary

Course Description:
In this course, students are introduced to the basic principles of merchandising and customer relations through working in VCC’s own retail bakeshop, Seiffert Market. Students learn to merchandise products appropriately and effectively and experience how a retail bakeshop operates. Students will also be researching industry merchandising and operation standards and methods.

Using an experiential learning approach, this course will also provide students with the opportunity to work independently and in cooperative teams to apply theory to practice and to reflect on their own performance and product outcomes. Group discussions are facilitated to reflect on processes, product outcomes, customer relations, and learning.
Instructional Strategies:
Using an experiential approach, this course will provide students with the opportunity to work independently and in cooperative teams to apply theory to practice in the kitchen. Theory will also be integrated with practice during demonstrations and station work. Continuous reflection gives students the opportunity to deepen their learning as they reflect on their own performance, product outcomes and understanding.

Course Learning Outcomes:
Students will be able to:
• Merchandise products appropriately and effectively and experience how a retail bakeshop operates.
• Researching industry merchandising and operation standards and methods.
• Adhere to industry health and safety standards in the preparation, handling and storage of baked goods.
• Comply with shop safety practices.
• Practice professional etiquette and personal hygiene as required by the food industry.
• Participate and communicate effectively as a team member.
• Implement principles of bakery management and merchandising for inventory and cost control.
• Recognize the theoretical principles and processes that influence product outcomes.
• Evaluate products according to governing theoretical principles and processes.

Program Learning Outcomes:
1. Adhere to industry health and safety standards in the preparation, handling, and storage of baked goods.
2. Comply with shop safety practices.
3. Practice professional etiquette and personal hygiene as required by the food industry.
4. Work and communicate effectively as a team member.
5. Implement principles of bakery management and merchandising for inventory control.
6. Plan and execute a daily production list to efficiently and confidently meet specific production criteria.
7. Perform standard math functions to prepare baked goods.
8. Prepare a variety of baked goods according the theoretical principles and processes governing ingredients, methodology, and environmental conditions.
9. Evaluate product outcomes for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications/standards.
10. Critically analyze and document performance to enhance comprehension and ongoing professional development.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>B-</td>
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### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tr>
<td>Assignments</td>
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<td>In-store bakery assignment</td>
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<tr>
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<td>65</td>
<td>Industry research assignment</td>
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Total 100%

### Learning Environment/Type

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<tr>
<td>K - Shop/Teaching Kitchen</td>
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<td>S - Self-paced</td>
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Enter Total Hours 25

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Merchandising principles, bakeshop themes, customer service and relations, organization and management of production and customer relations shifts; supporting team members; critical analysis of product outcomes; reflective observations of performance, development and learning; safety and sanitation procedures, application of inventory and waste management.

VCC Education and Education Support Policies

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http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
DECISION NOTE

29 November 2015

PREPARED FOR: Education Council

ISSUE: Course names and numbers for LINC courses levels 1-6. Curriculum documentation for LINC levels 1, 2 and 3

BACKGROUND: This proposal, presented by Jan Theny presented the course documentation for LINC levels 1, 2 and 3 that have never been through the governance process even though they have been taught for many years. In addition the proposal reported the change of course prefix (from SETL to LINC) and numbers for all of the LINC courses from level 1 to 6 to align with LINC (previously so designated) levels 7 and 8.

DISCUSSION: The committee spotted a few typos and these have been corrected in the documents included in the package.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the curriculum documentation for LINC levels 1, 2 and 3 courses.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: Jan Theny  Title: LINC Department Head
School/Centre: School of Access  Department: LINC – Language Instruction for Newcomers to Canada
E-mail: jtheny@vcc.ca  Phone/Ext.: 7266

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide
  Program Name(s): ______________________________________________________
  Anticipated Start Date: January 2016

☐ Course name and number: LINC 1 Half Time  LINC 0601H  Credits: NA
  *All new or revised course numbers must be validated in advance with the Registrar’s Office

  Course name and number: LINC 2 Half Time  LINC 0602H  Credits: ___NA___
  Course name and number: LINC 2 Full Time  LINC 0602F  Credits: ______
  Course name and number: LINC 3 Half Time  LINC 0603H  Credits: ___NA___
  Course name and number: LINC 3 Full Time  LINC 0603F  Credits: ___NA___
  Course name and number: LINC 4 Half Time  LINC 0604H  Credits: ___NA___
  Course name and number: LINC 4 Full Time  LINC 0604F  Credits: ___NA___
  Course name and number: LINC 5 Half Time  LINC 0605H  Credits: ___NA___
  Course name and number: LINC 5 Full Time  LINC 0605F  Credits: ___NA___
  Course name and number: LINC 6 Half Time  LINC 0606H  Credits: ___NA___
  Course name and number: LINC 6 Full Time  LINC 0606F  Credits: ___NA___

B) DEVELOPMENT TYPE (select all that apply)

☐ New Course(s)  Course has never been offered before at VCC (either as a standalone course or
Curriculum Control Sheet

as part of a program)

- **☐ New Non-Credit Course(s)**: Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

- **☐ Replacement Course(s)**: A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions.
  This course replaces: ____________________________________________

- **☐ Revision to Program Content Guide (PCG)**

- **☒ Revision to Course Outline(s)**: **Major** Revision (check all that apply):
  - Program/Credential
  - Program Purpose
  - Program Admission Requirements
  - Program/Course Learning Outcomes
  - Prior Learning Assessment and Recognition (PLAR)
  - Program/Course Credits/Instructional Hours
  - Program Duration/Maximum Allowable Time For Completion
  - Program GPA Requirement
  - Course Pre-Requisite(s)/Co-Requisite(s)
  - Course Evaluation Plan At Variance With Policy
  - Course Credit Hours
  - Revised Curriculum Plan At Variance With Policy
  - Other: ________________________________________________

  **Minor** Revision (check all that apply):
  - Program/Course Description
  - Recommended Student Characteristics
  - Course Sequencing
  - Course Name/Number
  - Pre-requisite/Co-requisite Name or Equivalencies
  - Course Learning Outcome in Non-Credit Course
  - Course Evaluation Plan Within Policy
  - Instructional Delivery Mode
  - Language (e.g., Typos, Spelling Errors, etc.)
  - Addition of Program Map
  - Other: ________________________________________________

**C) RATIONALE AND NEED**
- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
Curriculum Control Sheet

- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

LINC 1, 2, and 3 have never been through the curriculum committee process although these courses have been offered for decades under different instantiations of the government funded newcomer programs. The need to present them at this time is to change the name and course numbers to align with LINC 7 and 8 in Banner. It is efficient to also add course descriptions and outcomes. LINC 4, 5, and 6 have been through the Curriculum Committee process for the half time classes which include blended (face to face and online) classes. We would like to add the full time components of these levels, change the course name and numbers and amend the course descriptions and outcomes to be cohesive with the other LINC classes.

I have consulted with Garth Manning Instructional Associate, and sent first drafts to Ellen Ho Education Council Assistant, David Branter, Curriculum Committee Chair, Kathryn McNaughton, VP Academic Raymond Kaan, Associate Registrar and David Wells, Dean Of Access.

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   ___________________________  ___________________________  __________
   Print Name                        Signature                        Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   ___________________________  ___________________________  __________
   Print Name                        Signature                        Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   Jan Theny  ___________________________  November 5, 2015
   (signed via email)                        Signature                        Date

4. As Dean/Director I certify that:

   ____________________________________________
   ___________________________  ___________________________  __________
Curriculum Control Sheet

a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;

b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and

d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

___David Wells_____________ (signed via email)_____________ __November 26, 2015___

Print Name  Signature  Date
## Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE</th>
<th>Date: __________________________</th>
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<tbody>
<tr>
<td><strong>Minor Revisions</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Approved as presented, proceed with implementation</td>
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</tr>
<tr>
<td>☐ Approved with additional minor edits</td>
<td></td>
</tr>
<tr>
<td>☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: _________</td>
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<tr>
<td>☐ Reclassified as <em>not minor</em></td>
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<tr>
<td><strong>Major Revisions</strong></td>
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<tr>
<td>☐ Recommend to EDCO as presented, proceed to EDCO</td>
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<tr>
<td>☐ Recommend to EDCO with additional changes</td>
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<tr>
<td>☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ________________</td>
<td></td>
</tr>
<tr>
<td>☐ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td><strong>New/Replacement Course(s)</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Recommend to EDCO as presented, proceed to EDCO</td>
<td></td>
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<tr>
<td>☐ Recommend to EDCO with additional changes</td>
<td></td>
</tr>
<tr>
<td>☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ________________</td>
<td></td>
</tr>
<tr>
<td>☐ Recommend significant changes, return to Department Leader</td>
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<th>EDUCATION COUNCIL</th>
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<td><strong>Minor Revisions</strong></td>
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<tr>
<td>☐ Received as Information</td>
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<td>☐ Request review of documentation from Curriculum Committee</td>
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<tr>
<td>☐ Reclassified as <em>Major Revisions</em>, return to Curriculum Committee</td>
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<tr>
<td><strong>Major Revisions</strong></td>
<td></td>
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<tr>
<td>☐ Approved as presented, proceed with implementation</td>
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<tr>
<td>☐ Approved with additional minor changes</td>
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<td><strong>New/Replacement Course(s)</strong></td>
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<tr>
<td>☐ Recommend to EDCO as presented, proceed to EDCO</td>
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<td>☐ Recommend to EDCO with additional changes</td>
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<td>☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ________________</td>
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<td>☐ Recommend significant changes, return to Department Leader</td>
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</table>
**Course Name:** LINC 1 Half Time

**Department Head/Coordinator:** Jan Theny  
**Effective Date:** January 4 2016

<table>
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<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tr>
<td>School of Language Studies</td>
<td>LINC</td>
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<table>
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<th>Year of Study:</th>
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<th>Revised Course</th>
<th>Name of Replacing Course (if applicable):</th>
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<tbody>
<tr>
<td>LINC 0601H</td>
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**Course Pre-requisites (if applicable):**

One or more Level P benchmarks as determined by a CLB placement test or a LINC course recommendation to enter Level 1.

**Course Co-requisites (if applicable):**

NA

**PLAR (Prior Learning Assessment & Recognition)**

- [x] No  
- [ ] Yes (details below):

NA

**Course Description:**

LINC 1 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 1 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of ‘real’ life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
### Evaluation/Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<td>Satisfactory/Unsatisfactory</td>
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<td>Where S = 70% of 3 of the 4 Benchmarks</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

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**Total**

### Learning Environment/Type

(Select all that are used within the course)

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**Enter Total Hours**: 132

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 1 Curriculum covers a range of themes and topics such as:
- Personal Information, family and friends
- Coins, Bills and amounts, going to the bank
- Names and Food Groups, shopping and eating out
- Clothes; names and descriptions, shopping
- Education, In the Classroom and Around the School, Using the Library
- Everyday Living; Daily activities, pastimes and recreation
- Getting Around, Places and transportation
- New Country/New Culture
- Social Interaction
- Letters, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening.

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
## Course Name:
LINC 2 Full Time

### Department Head/Coordinator:
Jan Theny

### Effective Date:
January 4, 2016

<table>
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<th>Department:</th>
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<td>School of Language Studies</td>
<td>LINC</td>
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### Revised Course
ESL Course

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<th>Year of Study:</th>
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<td>ESL Course</td>
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<tr>
<td>Name of Replacing Course (if applicable):</td>
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### Course Pre-requisites (if applicable):

Three Level 1 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 2.

### Course Co-requisites (if applicable):
NA

### PLAR (Prior Learning Assessment & Recognition)

- No
- Yes (details below)

NA

### Course Description:

LINC 2 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 1 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
### Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tr>
<td></td>
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<td>summative speaking test</td>
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<td>summative reading test</td>
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<tr>
<td></td>
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<td>summative writing test</td>
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### Learning Environment/Type

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<tr>
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<td>264</td>
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</table>

**Enter Total Hours** 264

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 2 Curriculum covers a range of themes and topics such as:
- Personal Information, family and friends
- Coins, Bills and amounts, going to the bank
- Names and Food Groups, shopping and eating out
- Clothes; names and descriptions, shopping
- Education, In the Classroom and Around the School, Using the Library
- Everyday Living; Daily activities, pastimes and recreation
- Getting Around, Places and transportation
- New Country/New Culture
- Social Interaction
- Letters, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening.

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: LINC 2 Half Time

Department Head/Coordinator: Jan Theny  
Effective Date: January 4, 2016

School or Centre: School of Language Studies  
Department: LINC

Course History:
Revised Course: ESL Course  
Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Three Level 1 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 2.

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition):
☐ No  ☐ Yes (details below):

Course Description:
LINC 2 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 1 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of ‘real’ life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Where S = 70% in 3 of the 4 summative tests.</td>
</tr>
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</table>

### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
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<tr>
<td></td>
<td>25</td>
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<td>summative reading test</td>
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<td>summative writing test</td>
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</tbody>
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Total 100

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>132 hours</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 132

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 2 Curriculum covers a range of themes and topics such as:
- Personal Information, family and friends
- Coins, Bills and amounts, going to the bank
- Names and Food Groups, shopping and eating out
- Clothes; names and descriptions, shopping
- Education, In the Classroom and Around the School, Using the Library
- Everyday Living; Daily activities, pastimes and recreation
- Getting Around, Places and transportation
- New Country/New Culture
- Social Interaction
- Letters, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening.

VCC Education and Education Support Policies
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FOR COMMITTEE USE ONLY

| Date Approved by Education Council | Date Approved by VCC Board (if applicable) |
Course Name: LINC 3 Full Time

Department Head/Coordinator: Jan Theny
Effective Date: January 4, 2016

School or Centre: School of Language Studies
Department: LINC

Revised Course: ESL Course
Name of Replacing Course (if applicable):

Course Number: LINC 0603F
Number of Credits: 0.0

Course Pre-requisites (if applicable):
Three Level 2 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 3.

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)
[ ] No [ ] Yes (details below):

NA

Course Description:
LINC 3 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 3 for listening, speaking, reading and writing. The course content helps students gain knowledge about community resources and life in Canada, and helps students build confidence and independence in their ability to access services and participate in Canadian society. Language skills are developed in a task based and interactive way making use of ‘real life’ materials and situations in the community, workplace and school settings. In addition, students learn to develop strategic competence in their language learning and life goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
Components and Weighting of the Assessment/Evaluation Plan:  

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Total 100

Learning Environment/Type:  

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<tbody>
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<td></td>
</tr>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 264

Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 3 Curriculum covers a range of themes and topics such as:
- Canada
- Clothing, shopping
- Education, classroom and library
- Employment, occupations, rights and safety
- Food, restaurants and fast food, supermarket shopping, table talk
- Getting Around, cars and drivers, places in the community, public transit,
- Health and Safety, 911 Emergencies, ailments and minor injuries, dentist, doctor, pharmacy
- Healthy Living, fitness, sports and healthy living, hobbies, interests and pass times
- Housing, dealing with landlords and neighbours, renting, shopping for household items
- Money and Banking, banking and bank machines, coins, bills and amounts
- Personal Information
- Socializing, parties celebrations and invitations
- Telephone, managing calls and messages

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</thead>
</table>

Course Name: LINC 3 Half Time

Department Head/Coordinator: Jan Theny
Effective Date: January 4, 2016

School or Centre: School of Language Studies
Department: LINC

Course Pre-requisites (if applicable):
Three Level 2 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 3.

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

NA

Course Description:

LINC 3 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 3 for listening, speaking, reading and writing. The course content helps students gain knowledge about community resources and life in Canada, and helps students build confidence and independence in their ability to access services and participate in Canadian society. Language skills are developed in a task based and interactive way making use of ‘real life’ materials and situations in the community, workplace and school settings. In addition, students learn to develop strategic competence in their language learning and life goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.
Course Learning Outcomes:

Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:

NA
### Evaluation/Grading System

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**Total 100**

### Learning Environment/Type

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**Enter Total Hours 132**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 3 Curriculum covers a range of themes and topics such as:
- Canada
- Clothing, shopping
- Education, classroom and library
- Employment, occupations, rights and safety
- Food, restaurants and fast food, supermarket shopping, table talk
- Getting Around, cars and drivers, places in the community, public transit, traveling
- Health and Safety, 911 Emergencies, ailments and minor injuries, dentist, doctor, pharmacy
- Healthy Living, fitness, sports and healthy living, hobbies, interests and pass times
- Housing, dealing with landlords and neighbours, renting, shopping for household items
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- Personal Information
- Socializing, parties celebrations and invitations
- Telephone, managing calls and messages

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Course Name: LINC 4 Full Time

Department Head/Coordinator: Jan Theny
Effective Date: January 4, 2016

School or Centre: School of Language Studies
Department: LINC

Course History:
Revised Course: ESL Course
Name of Replacing Course (if applicable): LINC 0604F
Course Number: LINC 0604F
Number of Credits: 0.0

Course Pre-requisites (if applicable):
Three Level 3 benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 4.

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)
☐ No □ Yes (details below):
NA

Course Description:
LINC 4 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 4 for listening, speaking, reading and writing. The course content helps students gain knowledge about community resources and life in Canada, and helps students build confidence and independence in their ability to access services and participate in Canadian society. Language skills are developed in a task based and interactive way making use of ‘real life’ materials and situations in the community, workplace and school settings. In addition, students learn to develop strategic competence in their language learning and life goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
Evaluation/Grading System

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</table>

Total 100

Learning Environment/Type

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<tbody>
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<td>264</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 264

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 4 Curriculum covers a range of themes and topics such as:
Canada; regions, famous Canadians, government,
Canadian Culture; social conventions
Consumer Information
Education and Learning
Employment; job search, the job interview, working in Canada
Health and Safety; BC's health care system, safety at home.
Housing
Media; TV, newspapers, ESL News
Travel and Transportation.
Within all topics grammar is embedded and taught in context. LINC Classes recognize that learners have
diverse needs, and students undergo needs assessment in their classes to determine what the most
relevant and meaningful topics are for the group. In addition, students will be learning socio-cultural
information about their new community. They will develop pragmatic skills that help mitigate
communication breakdown and support their language acquisition.

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: LINC 4 Half Time

Department Head/Coordinator: Jan Theny  
Effective Date: January 4, 2016

School of Language Studies  
Department: LINC

Course History: ESL Course

Revised Course
Name of Replacing Course (if applicable):

Course Number: LINC 0604H
Number of Credits: 0.0

Course Pre-requisites (if applicable):

Three Level 3 benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 4.

Course Co-requisites (if applicable):

NA

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):

NA

Course Description:

LINC 4 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 4 for listening, speaking, reading and writing. The course content helps students gain knowledge about community resources and life in Canada, and helps students build confidence and independence in their ability to access services and participate in Canadian society. Language skills are developed in a task based and interactive way making use of ‘real life’ materials and situations in the community, workplace and school settings. In addition, students learn to develop strategic competence in their language learning and life goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:
1. Identify and access community resources and services
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
## Learning Environment/Type

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</tbody>
</table>

Enter Total Hours: 132

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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### Evaluation/Grading System

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<td>-</td>
<td>25</td>
<td>summative writing test</td>
</tr>
</tbody>
</table>

Total: 100
The LINC 4 Curriculum covers a range of themes and topics such as:
- Canada; regions, famous Canadians, government,
- Canadian Culture; social conventions
- Consumer Information
- Education and Learning
- Employment; job search, the job interview, working in Canada
- Health and Safety; BC's health care system, safety at home.
- Housing
- Media; TV, newspapers, ESL News
- Travel and Transportation

Within all topics grammar is embedded and taught in context. LINC Classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition, students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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</table>
### Course Name:
LINC 5 Full Time

**Department Head/Coordinator:** Jan Theny  
**Effective Date:** January 4, 2016

<table>
<thead>
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<th>School or Centre:</th>
<th>Department:</th>
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<td>LINC</td>
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<th>Course Number:</th>
<th>Number of Credits:</th>
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<tbody>
<tr>
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### Course Pre-requisites (if applicable):
Three Level 4 benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 5.

### Course Co-requisites (if applicable):
NA

### PLAR (Prior Learning Assessment & Recognition)

- ☐ No  
- ☑ Yes (details below):

NA

### Course Description:
LINC 5 is offered to new immigrants and Permanent Residents of Canada. Students study at Canada Language Benchmark 5 for listening, speaking, reading and writing. The course content helps students gain knowledge about community resources and life in Canada, and helps students build confidence and independence in their ability to access services and participate in Canadian society. Language kills are developed in a task based and interactive way making use of ‘real life’ materials and situations in the community, workplace and school settings. In addition, students learn to develop strategic competence in their language learning and life goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.
Instructional Strategies:

The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor in the blended learning classroom uses multiple strategies to achieve the learning outcomes including ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:

Upon successful completion of the course students will be able to:
1. Identify and access community resources and services.
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:

NA
### Evaluation/Grading System

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Total 100

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</table>

Enter Total Hours 264

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 5 Curriculum covers a range of themes and topics such as:

- British Columbia’s Laws and Legal System; driving in BC, Working in BC; civil law and the courts.
- Canada; immigration and environment
- Canadian Culture; Socializing with friends and cultural diversity
- Community Services; settlement agencies, libraries and community centres
- Consumerism; purchasing goods and services and resolving problems. Housing and marketing scams.
- Education and Learning; language learning strategies and BC’s school system.

- Within all topics grammar is embedded and taught in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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 web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: LINC 5 Half Time

Department Head/Coordinator: Jan Theny
Effective Date: January 4, 2016

School or Centre: School of Language Studies
Department: LINC

Course History: ESL Course
Name of Replacing Course (if applicable):

Course Number: LINC 0605H
Number of Credits: 0.0

Course Pre-requisites (if applicable):
Three Level 4 benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 5.

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)
-marked No [ ] Yes (details below):

NA

Course Description:
LINC 5 is offered to new immigrants and Permanent Residents of Canada. Students study at Canada Language Benchmark 5 for listening, speaking, reading and writing. The course content helps students gain knowledge about community resources and life in Canada, and helps students build confidence and independence in their ability to access services and participate in Canadian society. Language skills are developed in a task based and interactive way making use of ‘real life’ materials and situations in the community, workplace and school settings. In addition, students learn to develop strategic competence in their language learning and life goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor in the blended learning classroom uses multiple strategies to achieve the learning outcomes including ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of the course students will be able to:
1. Identify and access community resources and services.
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning
4. Use essential skills, such as intercultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
Learning Environment/Type

(Select all that are used within the course)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>132 hours</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours: 132

Components and Weighting of the Assessment/Evaluation Plan:

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>summative listening test</td>
<td>25</td>
<td>summative listening test</td>
</tr>
<tr>
<td>summative speaking test</td>
<td>25</td>
<td>summative speaking test</td>
</tr>
<tr>
<td>summative reading test</td>
<td>25</td>
<td>summative reading test</td>
</tr>
<tr>
<td>summative writing test</td>
<td>25</td>
<td>summative writing test</td>
</tr>
</tbody>
</table>

Total: 100

Grading System

(Click on drop down box arrows to see list of options)

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Where S = 70% in 3 of the 4 summative tests.</td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 5 Curriculum covers a range of themes and topics such as:

-British Columbia's Laws and Legal System; driving in BC, Working in BC; civil law and the courts.
-Canada; immigration and environment
-Canadian Culture; Socializing with friends and cultural diversity
-Community Services; settlement agencies, libraries and community centres
-Consumerism; purchasing goods and services and resolving problems. Housing and marketing scams.
-Education and Learning; language learning strategies and BC's school system.

-Within all topics grammar is embedded and taught in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: LINC 6 Full Time

Department Head/Coordinator: Jan Theny  Effective Date: January 4, 2016

School or Centre: School of Language Studies  Department: LINC

Course Pre-requisites (if applicable):

Three Level 5 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 6

Course Co-requisites (if applicable):

NA

PLAR (Prior Learning Assessment & Recognition)  ☐ No  ☐ Yes (details below):

NA

Course Description:

LINC 6 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 6 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of ‘real’ life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).

### Instructional Strategies:

The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor in the blended learning classroom used multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

### Course Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Identify and access community resources and services.
2. Participate in Canadian society with confidence.
3. Demonstrate competency in their language learning.
4. Use essential skills, such as inter-cultural skills, working with others and following instructions.


### Program Learning Outcomes:

NA
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Where S = Benchmark Completion</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan

**Type** | **Percentage** | **Evaluation Plan** (provide a brief explanation for each component especially if value exceeds 35%):
--- | --- | ---
| | 25 | summative listening test
| | 25 | summative speaking test
| | 25 | summative reading test
| | 25 | summative writing test

**Total 100**

### Learning Environment/Type

**Instruction Type** | **Hours Per Instruction Type** | **Comments**
--- | --- | ---
L - Classroom | 264 | 

**Enter Total Hours** 264

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
The LINC 6 Curriculum covers a range of themes and topics such as:
- BC’s laws and legal system; criminal law and civil law and the court.
- Health and Safety; BC’s healthcare system, emergencies and preparedness.
- Community Service; finding help, volunteering.
- Money Matters; loans, mortgages and investments.
- Canada; citizenship, rights and responsibilities, government and elections.
- Canadian Culture; the great outdoors, cultural diversity.
- Consumerism; resolving conflicts, marketing and scams.
- Education and Learning; language learning strategies, post-secondary education.
- Employment; job interviews, workplace communications.
- Family and Relationships; parenting, dating and marriage.
- Travel and Transportation; air travel, traveling across Canada.

Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: LINC 6 Half Time

School of Language Studies

Department: LINC

Course History: ESL Course

Course Number: LINC 0606H

Name of Replacing Course (if applicable):

No

Yes (details below):

Course Pre-requisites (if applicable):

Three Level 5 Benchmarks as determined by a CLB placement test or a LINC course completion with recommendation to enter Level 6

Course Co-requisites (if applicable):

NA

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

NA

Course Description:

LINC 6 is offered to new immigrants and Permanent Residents of Canada. Students study at Canadian Language Benchmark 6 for listening, speaking, reading and writing. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of ‘real’ life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.
Instructional Strategies:
The LINC program is based on the Canadian Language Benchmarks and is task-based and interactive. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies can be both on-line and face-to-face.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Identify and access community resources and services.
2. Participate in Canadian society with confidence
3. Demonstrate competency in their language learning.
4. Use essential skills, such as inter-cultural skills, working with others and following instructions.

Program Learning Outcomes:
NA
### Learning Environment/Type

<table>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter Total Hours</td>
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<td></td>
</tr>
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### Resource Material(s):

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The LINC 6 Curriculum covers a range of themes and topics such as:
- BC's laws and legal system; criminal law and civil law and the court.
- Health and Safety; BC's healthcare system
- Community Service
- Money Matters
- Canada; citizenship
- Canadian Culture
- Consumerism
- Education and Learning
- Employment; job interviews, workplace communications
- Family and Relationships
- Travel and Transportation
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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DECISION NOTE

29 November 2015

PREPARED FOR: Education Council

ISSUE: Changes to Course and Program Learning Outcome language for the Health Care Assistant/ESL program

BACKGROUND:
This proposal, presented by Judy Christie deals with changes to PCG and Course outline language made to align with new Provincial guidelines or requirements.

DISCUSSION:
The committee asked for clarification on the nature of the changes. Judy Christie replied that “acute care” has been added to the list of possible work venues for graduates. Also, changes to vocabulary have been made to Learning Outcomes such as the word “resident” changing to “client”. Clarification and completeness in some Admission Requirements were also needed. One interesting and difficult topic raised was the interface between the 6 month currency of the CLBPT Admission Requirement and waiting lists for the program that have been as long as three years. Judy Christie stated students accepted with the appropriate CLBPT result have entered the program after waiting longer than six months.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the changes to Course and Program Learning Outcome language for the Health Care Assistant/ESL program.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Health Care Assistant/ ESL Certificate – English Language Skills 1, 2 and 3

ANTICIPATED START DATE: September 1, 2016

Curriculum Developer: Judy Christie/ Carrie Leggatt  
Title: Department Leaders

School/Centre: School of Health Sciences/School of Access  
Department: Continuing Care/English as an Additional Language

E-mail: jchristie@vcc.ca; cleggatt@vcc.ca  
Phone/Ext.: Judy: 5129; Carrie 8952

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM  
Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

☐ NEW COURSE(S)  
Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or as a replacement course. This course replaces: ____________________________

☐ CHANGE TO A PROGRAM AND/OR COURSE  
(select all that apply)

☐ Program/Credential
☐ Prior Learning Assessment and Recognition (PLAR)
☐ Program Admission Requirements
☐ Program Learning Outcomes (Indicate outcome number(s): _________)
☐ Grading system (at variance with policy C.1.1 Course/Program Grading)
☐ Program duration/maximum allowable time for completion
☐ Program GPA requirements
☐ Program/Course Credit Hours
☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
☐ Course sequencing (that impacts the year the course is offered in)
☐ Other: ____________________________

X MINOR REVISION TO A PROGRAM AND/OR COURSE  
(select all that apply)

X Program/Course Description
X Program Purpose
☐ Recommended Student Characteristics
☐ Course Sequencing (that does not impact year the course is offered in)
☐ Course Name/Number
☐ Course Pre-requisite(s)/Co-requisite(s)
X Course Learning Outcomes
☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
☐ Instructional Delivery Mode
Curriculum Development Approval Form

☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Other:  

B) ATTACHED DOCUMENTATION

X Program Content Guide

X Course Outline(s)
    All new, revised or replacement courses must be approved in advance with the Registrar's Office.

Course name and number: English Language Skills 1: ELSK 1

Course name and number: English Language Skills 2: ELSK 2

Course name and number: English Language Skills 3: ELSK 3

(Add additional lines if required)

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
   For new courses, provide a rationale for developing the course.

There is a new provincial Health Care Assistant curriculum that is to be implemented in September 2016. The new curriculum has an updated Program Purpose that stated that graduates are prepared to work in a variety of settings, including acute care. The revised program has minor revisions to the program goal (to include practice settings of acute care) and revised language as per this provincial curriculum (for example "resident" has been changed to "client"). The course descriptions and course learning outcomes have been revised to reflect this language.

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

No
Curriculum Development Approval Form

D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>Oct. 20, 2015</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Oct. 20, 2015</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>School of Access: Oct. 27, 2015</td>
</tr>
<tr>
<td><strong>SCHOOLS</strong></td>
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<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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<td>Assessment Centre</td>
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<tr>
<td>Centre for Instructional Development</td>
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<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Financial Aid</td>
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<td>Learning Centre</td>
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<tr>
<td>Library</td>
<td></td>
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<tr>
<td>Registrar's Office / Advising / Recruitment</td>
<td>Nov. 17, 2015</td>
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<td>Related additional Student Services</td>
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<td>VCC International and Immigrant Education</td>
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<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
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<td>Institutional Research (IR)</td>
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<td>Safety and Security</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
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<td>PAC/CEG</td>
<td>To be informed</td>
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<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>Oct. 21, 22, 2015</td>
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<td>PSIPS</td>
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<td>DOQAB</td>
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</table>
Curriculum Development Approval Form

E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR'S OFFICE:

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course #</th>
<th>Credits</th>
<th>Effective Term</th>
</tr>
</thead>
</table>

2. College Code: ___________ Level: ___________

Division Code: ___________ Major: ___________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

☐ UT  ☐ Applied  ☐ ABE  ☐ Differential  ☐ Cost Recovery  ☐ IE  ☐ Contract

4. Finance Org Code: __________________

5. Tuition for all courses. Domestic: ___________ International: ___________

6. College Initiative fee to be charged?  ☐ Yes  ☐ No

7. Student Society fees?  ☐ Yes  ☐ No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: ___________

9. Classification Code: ___________

10. Taxonomy: ___________
Curriculum Development Approval Form

E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. As Department Leader I certify that:
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   Carrie Leggatt  Sign off  Nov. 10, 2015
   Name  Date

2. As Dean/Director I certify that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Nov 9  Sign off  Nov 10, 2015
   Name  Date
Curriculum Development Approval Form
*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE

Date: ______________________

Minor Revision
☐ Approved as presented, proceed with implementation
☐ Approved with additional minor revisions
  ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________
  ☐ Reclassified as a significant change

New Course or Significant Change to a Program/Course
☐ Recommend to EDCO as presented, proceed to EDCO Date: __________
☐ Recommend to EDCO with additional minor revisions
  ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________
  ☐ Recommend significant changes, return to Department Leader

New Program
☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional minor revisions
  ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________
  ☐ Recommend significant changes, return to Department Leader

EDUCATION COUNCIL

Date: ______________________

Minor Revision
☐ Received as information
☐ Request review of documentation from Curriculum Committee
  ☐ Reclassified as major, return to Curriculum Committee

New Course or Significant Change to a Program/Course
☐ Approved as presented, proceed with implementation
☐ Approved with additional minor changes
  ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________
  ☐ Recommend significant changes, return to Department Leader

New Program
☐ Recommend to Board as presented, proceed to Board
☐ Recommend to Board with additional changes
  ☐ Revisions approved by Curriculum Committee Chair, proceed to Board Date: __________
  ☐ Recommend significant changes, return to Dean

BOARD OF GOVERNORS

Date: ______________________

New Credential/Program
☐ Approved, proceed to implementation
☐ Not approved (provide reason) ____________________________

[VCC-LOAF/20100506]
Health Care Assistant/ESL Certificate

Program Content Guide

Effective Date: September 1, 2016
Goal
The Health Care Assistant/English as a Second Language (HCA/ESL) 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-centred care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients.

Upon completion of the program, graduates are prepared to work in a variety of health care settings, including home support, assisted living, residential/complex care, special care units, other home and community care settings, and acute care.

Admission Requirements

- All BC Health Care Assistant program applicants are required to demonstrate English language proficiency as set by the BC Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx. Please note the VCC HCA/ESL program requires higher Canadian Language Benchmark Placement Test (CLBPT) scores for admission than are listed in the Registry document. The CLBPT must have been completed within the last six months with a Listening 6, Speaking 6, Reading 6 and Writing 5.

- Standard First Aid (Red Cross or St. John Ambulance) including CPR level C or Health Care Provider CPR.

- BC Food Safe Certificate Level 1.

Upon Acceptance:

- A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act through the BC Ministry of Justice.

- Submission of a negative tuberculosis (TB) skin test. If the TB skin test is positive, proof of a negative TB chest x-ray is required.

- A completed immunization history (forms and more detail obtained per Registrar’s Office)

- Immunizations in the following are strongly recommended, and may be required for practice placement in the program:
  - Diphtheria/Tetanus
  - Pertussis
  - Polio
  - Measles, Mumps, and Rubella
  - Varicella (Chicken Pox)
  - Hepatitis B
  - Influenza (Flu vaccine) –required annually

- Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified
This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes. Please view online list of approved fit test service providers. Fit Test Service Providers

Prior Learning Assessment & Recognition (PLAR)

Not available at this time.

Program Duration

The Health Care Assistant/ESL Program is forty weeks in length.

Program Learning Outcomes

Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.

Instructional Activities, Design and Delivery Mode

The program is divided into three levels. Each level consists of theory, laboratory practice, and/or clinical experience. The theory component is delivered through discussion groups, student presentations, lectures, online activities, demonstrations and guest speakers. Students apply the theory component in the laboratory and clinical settings. Continuous language support for learners with an additional language is provided throughout the program as they acquire the skills of a Health Care Assistant.
Level One (16 weeks) is taught primarily in the classroom, laboratory, and intermediate care clinical, and provides a basic framework for the caregiving practice. The concept of caring is the focus. Students are introduced to the continuing care setting in this level.

Level Two (15 weeks) builds on the basic knowledge and skills developed in Level One. Focus is on special areas of care such as the person with dementia and home management. Clinical practice in a special care unit is provided.

Level Three (9 weeks) consists of clinical experience in a complex care facility and a practicum in a community setting.

Evaluation of Student Learning

Theory courses are evaluated by written exams, assignments, and/or completion of a journal. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System.

Students must achieve at least a C+ (64%) in every course in order to proceed to the next level, or to graduate from the program.

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 a 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELSK 0701</td>
<td><strong>English Language Skills 1</strong>&lt;br&gt;This course provides ongoing English language support for learners of an additional language as they acquire the skills of a Health Care Assistant. To ensure learner success, this course focuses on development of study skills, reading skills, writing skills and strategies for vocabulary acquisition to enable learners to understand and discuss course concepts, materials, and procedures accurately. This course develops interpersonal professional communication skills in class and in clinical with an emphasis on clear and appropriate speaking and listening. It also includes developing an awareness of workplace expectations, culture and appropriate language. Reading, writing and interactive communication (listening and speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant Level 1 curriculum. Upon completion of English Language Skills 1, learners have the communication skills required to provide personal care for clients in a complex care setting and to interact with clients and health team members.</td>
<td>5.0</td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1103</td>
<td><strong>Lifestyle &amp; Choices</strong>&lt;br&gt;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.</td>
<td>1.0</td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1105</td>
<td><strong>Interpersonal Communications</strong>&lt;br&gt;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.</td>
<td>2.0</td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1120</td>
<td><strong>Introduction to Practice</strong>&lt;br&gt;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.</td>
<td>1.0</td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1122</td>
<td><strong>Personal Care &amp; Assistance 1</strong>&lt;br&gt;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</td>
<td>2.0</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCA 1131</td>
<td>Health and Healing</td>
<td>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.</td>
<td>3.0</td>
</tr>
<tr>
<td>HRCA 1135</td>
<td>Clinical 1</td>
<td>This supervised practical experience provides students with an opportunity to apply knowledge and skills learned in the other level one courses in the Health Care Assistant/ESL program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a residential care facility. During this course students’ skills and application of knowledge will be assessed.</td>
<td>2.0</td>
</tr>
<tr>
<td>ELSK 0702</td>
<td>English Language Skills 2</td>
<td>This course builds upon the communication skills of a Health Care Assistant developed in English Language Skills 1. Strategies to develop learners' acquisition of a professional vocabulary, reading skills, writing skills and oral presentation skills are emphasized. The learner’s interpersonal communication skills are enhanced while providing care for clients in a Special Care setting. Reading, writing, and interactive communication (listening &amp; speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant curriculum. Upon completion of English Language Skills 2, learners have the communication skills required to provide personal care for clients in a Special Care setting, and to interact with clients and health team members.</td>
<td>4.0</td>
</tr>
<tr>
<td>HRCA 1224</td>
<td>Cognitive or Mental Challenges</td>
<td>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 or mental challenges. The emphasis in this course is on supporting clients with dementia, recognizing responsive behaviours and identifying person-centred intervention strategies.</td>
<td>2.0</td>
</tr>
<tr>
<td>HRCA 1226</td>
<td>Common Health Challenges</td>
<td>This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centred practice as it relates to the common challenges to health and, in particular, to end-of-life care.</td>
<td>4.0</td>
</tr>
<tr>
<td>HRCA 1227</td>
<td>Clinical 2</td>
<td>This supervised practical experience provides students with an opportunity to apply knowledge and skills learned in the other level one courses in the Health Care Assistant/ESL program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a residential care facility. During this course students’ skills and application of knowledge will be assessed.</td>
<td>2.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HRCA 1232</td>
<td>Personal Care &amp; Assistance 2</td>
<td>This practical course offers students the opportunity to acquire additional 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.</td>
<td>3.0</td>
</tr>
<tr>
<td>ELSK 0703</td>
<td>English Language Skills 3</td>
<td>This course continues to develop the English language skills of learners of an additional language in the Health Care Assistant/ESL Program and builds on the skills learned in English Language Skills 2. It focuses especially on the listening and speaking skills required in order to communicate effectively as a Health Care Assistant in an extended care setting, and on the Job Search Skills required to enter the workforce as a Health Care Assistant. Reading, writing, and vocabulary skills will continue to be developed, especially as they apply to the workplace. Reading, writing, and interactive communication (listening &amp; speaking) skills are taught concurrently and in conjunction with situations and topics in Health Care Assistant Clinical 3. Upon completion of English Language Skills 3, learners have the communication skills required to provide personal care for clients in an extended care setting and to interact with clients and members of the health team.</td>
<td>2.0</td>
</tr>
<tr>
<td>HRCA 1329</td>
<td>Clinical 3</td>
<td>This supervised practical experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant/ESL program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to increase their expertise in organizational ability and confidence with the role of the Health Care Assistant within a residential facility. During this course students' skills and application of knowledge will be assessed.</td>
<td>5.0</td>
</tr>
<tr>
<td>HRCA 1328</td>
<td>Community Practicum</td>
<td>This practical course provides students with an opportunity to apply knowledge and skills from all other courses 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, and/or a Group Home, and to 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.</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Total Program Credits: 40.0
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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/

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

### Course Pre-requisites (if applicable):
Completion of the following courses in the Health Care Assistant/ESL program: HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131,
Course Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Provide person-centred care and assistance at a beginning level, that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach at a beginning level, to provide care and assistance for two dependent clients. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
3. Provide care and assistance at a beginning level, for clients experiencing complex health challenges.
4. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
5. Communicate clearly, accurately and in sensitive ways with clients and families.
6. Provide personal care and assistance at a beginning level, in a safe, competent and organized manner.
7. Recognize and respond to own self-development, learning and health enhancement needs.
8. Perform the care-giver role in a reflective, responsible, accountable and professional manner.

Program Learning Outcomes:

Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>100</td>
<td>Practical evaluation of performance as satisfactory or unsatisfactory as per Learning Outcomes plus satisfactory completion of skills check-list</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

| Total            | 60                        |          |

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Performance of skills
2. Medical asepsis
3. Body mechanics
4. Safety
5. Organization
6. Communication
7. Responsibility
8. Professional behavior

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
### Course Name:
Clinical 2

### Course Number:
HRCA 1227  
**Number of Credits:** 2.0  
**Effective Date:** Sept 1, 2016

### Course Description:
This supervised practical experience provides students with an opportunity to apply knowledge and skills from all other courses in the program and work with individuals experiencing cognitive challenges in a multi-level or complex care setting.

### Course Pre-requisites (if applicable):
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135, HRCA 1224, HRCA 1226, HRCA 1232

### Course Co-requisites (if applicable):
ELSK 0702

### PLAR (Prior Learning Assessment & Recognition)

- **No**
- **Yes (details below):**
Instructional Strategies:
Clinical instruction, supervision and evaluation.
Online activities

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance for two clients experiencing cognitive and/or mental health challenges. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
3. Provide care and assistance at a beginning level for two clients experiencing cognitive and/or mental health challenges.
4. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
5. Communicate clearly and in sensitive ways with clients experiencing cognitive and/or mental health challenges.
6. Provide personal care and assistance in a safe, competent and organized manner.
7. Recognize and respond to own self-development, learning and health enhancement needs.
8. Perform the care-giver role in a reflective, responsible, accountable and professional manner.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>100</td>
<td>Practical evaluation of performance as satisfactory or unsatisfactory as per Learning Outcomes plus satisfactory completion of skills check-list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 60

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Performance of skills
2. Medical asepsis
3. Body mechanics
4. Safety
5. Organization
6. Communication
7. Responsibility
8. Professional behavior

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Clinical 3  

**Course Number:** HRCA 1329  
**Number of Credits:** 5.0  
**Effective Date:** Sept 1, 2016

**Course Description:**
This supervised practical experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant/ESL program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to increase their expertise in organizational ability and confidence with the role of the Health Care Assistant within a residential facility. During this course students’ skills and application of knowledge will be assessed.

**School or Centre:** Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, ELSK 0702, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135, HRCA 1224, HRCA 1226, HRCA 1227, HRCA 1232

**Course Co-requisites (if applicable):**
ELSK 0703

**PLAR (Prior Learning Assessment & Recognition)**  
- [x] No  
- [ ] Yes (details below):
Instructional Strategies:
Clinical instruction, supervision and evaluation.
Online activities

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Provide care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance for five or six dependent clients. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families.
7. Provide personal care and assistance for five/six clients in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care-giver role in a reflective, responsible, accountable and professional manner.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>100</td>
<td>Practical evaluation of performance as satisfactory or unsatisfactory as per Learning Outcomes plus</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>satisfactory completion of skills check-list</td>
</tr>
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<td></td>
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Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
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<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
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</table>

Total 150

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Performance of skills
2. Medical asepsis
3. Body mechanics
4. Safety
5. Organization
6. Communication
7. Responsibility
8. Professional behavior

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Cognitive or Mental Challenges

**Course Number:** HRCA 1224  
**Number of Credits:** 2.0  
**Effective Date:** Sep 1, 2016

**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 or mental challenges. The emphasis in this course is on supporting clients with dementia, recognizing responsive behaviours and identifying person-centred intervention strategies.

**School or Centre:** Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:**  
Revised Course

**Course Pre-requisites (if applicable):**
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135

**Course Co-requisites (if applicable):**
ELSK 0702; HRCA 1226; HRCA 1232

**PLAR (Prior Learning Assessment & Recognition)**  
☐ No  ☐ Yes (details below):
Instructional Strategies:
Lecture
Variety of group activities
Online activities

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

1. Describe ways to organize, administer and evaluate person-centred care and assistance for clients experiencing cognitive health challenges (dementia).

2. Describe ways to organize, administer and evaluate person-centred care and assistance for clients experiencing mental health challenges (other than dementia).

3. Demonstrate an understanding of effective approaches to disruptive or abusive behaviours.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
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<tbody>
<tr>
<td>Letter Grades</td>
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<th>Type</th>
<th>Percentage</th>
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<tbody>
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<td>Assignments</td>
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<td>written assignment</td>
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<td>35</td>
<td>Multiple choice exam</td>
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Total 100

## Learning Environment/Type

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Total 60

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
2. Abuse.

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**Course Name:** Common Health Challenges

**Course Number:** HRCA 1226  
**Number of Credits:** 4.0  
**Effective Date:** Sep 1, 2016

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

**Course History:**
Revised Course

**School or Centre:** Health Sciences

**Year of Study:** 1st Year Post-secondary

**Course Pre-requisites (if applicable):**
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135

**Course Co-requisites (if applicable):**
ELSK 0702; HRCA 1224; HRCA 1232

**PLAR (Prior Learning Assessment & Recognition)**:  
- No
- Yes (details below):
Instructional Strategies:
Lecture
Variety of group activities
Online activities

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

1. Display an understanding of the structure and function of the human body and normal changes associated with aging.

2. Display a sound understanding of common challenges to health and healing.

3. Discuss nutrition as it relates to healing.

4. Describe ways to organize, administer and evaluate person-centred care and service for clients experiencing common health challenges.

5. Demonstrate an understanding of the components of person-centred end-of-life care for clients and families.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.

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.

3. Provide care and assistance for clients experiencing complex health challenges.

4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.

5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.

6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.

7. Provide personal care and assistance in a safe, competent and organized manner.

8. Recognize and respond to own self-development, learning and health enhancement needs.

9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
**Evaluation/Grading System**

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<th>Grading System</th>
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<tbody>
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<td>Quizzes/Tests</td>
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Total 100

**Learning Environment/Type**

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Total 120

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Medical Terminology.
2. Structure and function of the human body.
3. Challenges to health and healing.
5. End-of-Life Care.

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
### Course Name:
Community Practicum

| Course Number: | HRCA 1328 | Number of Credits: | 2.0 | Effective Date: | Sep 1, 2016 |

**Course Description:**
This practical course provides students with an opportunity to apply knowledge and skills from all other courses 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, and or a Group Home, and to 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.

| School or Centre: | Health Sciences |
| Year of Study: | 1st Year Post-secondary |
| Course History: | Revised Course |

**Course Pre-requisites (if applicable):**
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, ELSK 0702, ELSK 0703, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135, HRCA 1224, HRCA 1226, HRCA 1227, HRCA 1232, HRCA 1329

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**
- [X] No
- [ ] Yes (details below):
Instructional Strategies:
Clinical support and supervision by agency.
Clinical support, supervision and evaluation by faculty.
Online activities.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care-giver role in a reflective, responsible, accountable and professional manner.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
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9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
### Evaluation/Grading System

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#### Components and Weighting of the Assessment/Evaluation Plan:

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Total 100

### Learning Environment/Type

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Total 60

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Performance of skills
2. Medical asepsis
3. Body mechanics
4. Safety
5. Organization
6. Communication
7. Responsibility
8. Professional behavior

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Health and Healing

<table>
<thead>
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<th>Course Name:</th>
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<td><strong>Effective Date:</strong></td>
<td>Sep 1, 2016</td>
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<tr>
<td><strong>School or Centre:</strong></td>
<td>Health Sciences</td>
</tr>
<tr>
<td><strong>Year of Study:</strong></td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:** Revised Course

**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.

**Course Pre-requisites (if applicable):**
Admission to the Health Care Assistant/ESL program

**Course Co-requisites (if applicable):**
ELSK 0701; HRCA 1103; HRCA 1105; HRCA 1120; HRCA 1122

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [ ] Yes (details below):
Instructional Strategies:
Lecture
Variety of group activities
Online activities

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

1. Display an understanding of person-centred care that recognizes and respects the uniqueness of each individual.

2. Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care.

3. Use an informed problem-solving approach to provide care and service.

4. Contribute to the safety and protection of self and others within a variety of work environments.

5. Display an understanding of the role of family, culture, diversity and life experience in aging, health and healing.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
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<td>c+ = 64% + satisfactory journal assignment</td>
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<td>Final Exam</td>
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<td>Multiple choice exam</td>
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<tr>
<td>Assignments</td>
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<td>Satisfactory written reflective journal (as per rubric)</td>
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### Learning Environment/Type

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**Total 90**

### Resource Material(s):  
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

2. Basic Human Needs.

3. Human Development.

4. Multiculturalism and Diversity.

5. Critical Thinking and Problem-Solving.

6. Protection and Safety in Health and Healing.

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| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Interpersonal Communications  
**Course Number:** HRCA 1105  
**Number of Credits:** 2.0  
**Effective Date:** Sep 1, 2016

**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.

**School or Centre:** Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:** 
Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Health Care Assistant/ESL program

**Course Co-requisites (if applicable):**
ELSK 0701; HCA 1103; HCA 1120; HCA 1122; HCA 1131;

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No  - [ ] Yes (details below):
Instructional Strategies:
Lecture
Variety of group activities
Online activities

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Identify the characteristics and qualities of effective interpersonal communications.
2. Discuss the interrelationship between self-awareness, self-esteem, and perception as these relate to communication choices and patterns.
3. Demonstrate effective, caring interpersonal communications with clients, colleagues and others:
4. Apply self-reflection, and self-appraisal processes in order to increase own effectiveness in interpersonal contexts.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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Total 100

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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
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Total 60

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Introduction to Interpersonal Communication.

2. Knowledge of Self.


4. Responding to Others.

5. Conflict Management and Resolution.

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FOR COMMITTEE USE ONLY

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<th>Course Name:</th>
<th>Introduction to Practice</th>
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<td>Course Description:</td>
<td>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.</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>Health Sciences</td>
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<tr>
<td>Year of Study:</td>
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<td>Course History:</td>
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<td>Course Pre-requisites (if applicable):</td>
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<td>Course Co-requisites (if applicable):</td>
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<td>PLAR (Prior Learning Assessment &amp; Recognition)</td>
<td>☐ No ☐ Yes (details below):</td>
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Instructional Strategies:
Lecture
Variety of group activities
Online activities

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

1. Display an understanding of the roles and responsibilities of Health Care Assistants within the health care system in British Columbia.

2. Contribute to the effective functioning of the health care team.

3. Function in a responsible, accountable fashion recognizing legal and ethical parameters of the Health Care Assistant role.

4. Apply self-reflection and self-appraisal processes in order to recognize and respond to own self-development needs as a care provider:

5. Confidently conduct a job-search process:

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<tr>
<td>Written assignment</td>
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</tr>
<tr>
<td>Multiple choice exam</td>
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<td>Multiple choice exam</td>
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Total 100

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 30

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Workplace Settings and Contexts.

2. Team work in Healthcare Settings.

3. Legal and Ethical Issues.

4. Professional Approaches to Practice.

5. Self-reflective Practice.


VCC Education and Education Support Policies

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The policies are located on the VCC web site at:

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
### 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.

### Course Pre-requisites (if applicable):
Admission to the Health Care Assistant/ESL program

### Course Co-requisites (if applicable):
ELSK 0701; HRCA 1105; HRCA 1120; HRCA 1122; HRCA 1131

### PLAR (Prior Learning Assessment & Recognition)
- **No**
- **Yes (details below):**
Instructional Strategies:
Lecture
Variety of group activities
Online activities

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

1. Discuss the interrelationship of physical, social, cognitive, emotional and spiritual dimensions and the Determinants of Health.

2. Display an understanding of how lifestyle choices and behaviours contribute to physical, psychological, social, cognitive and spiritual health.

3. Display an understanding of the complexity of the change process in relation to health promotion.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.

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.

3. Provide care and assistance for clients experiencing complex health challenges.

4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.

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6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.

7. Provide personal care and assistance in a safe, competent and organized manner.

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9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
**Evaluation/Grading System**

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<tbody>
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<tr>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
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<td>Written assignment</td>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Written assignment</td>
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<tr>
<td>Exam</td>
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<td>Multiple choice exam</td>
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<tr>
<td></td>
<td></td>
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**Learning Environment/Type**

<table>
<thead>
<tr>
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<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 30</td>
</tr>
</tbody>
</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Understanding Health
2. Components of Health
3. Lifestyle Change

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:
**Course Name:** Personal Care and Assistance 1  
**Course Number:** HRCA 1122  
**Number of Credits:** 2.0  
**Effective Date:** Sep 1, 2016

**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.

**School or Centre:** Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Health Care Assistant/ESL program

**Course Co-requisites (if applicable):**
ELSK 0701; HRCA 1103; HRCA 1105; HRCA 1120; HRCA 1131

**PLAR (Prior Learning Assessment & Recognition)**  
☐ No ☐ Yes (details below):
Instructional Strategies:
Lecture
Variety of Group Activities
Demonstrations of skills
Lab activities
Online activities

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

1. Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client.

2. Apply an informed problem-solving process to the provision of care and assistance.

3. Provide personal care and assistance within the parameters of the Health Care Assistant.

4. Provide care and assistance in ways that maintain safety for self and others in a variety of contexts.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.

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.

3. Provide care and assistance for clients experiencing complex health challenges.

4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.

5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.

6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.

7. Provide personal care and assistance in a safe, competent and organized manner.

8. Recognize and respond to own self-development, learning and health enhancement needs.

9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
### Evaluation/Grading System

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<tr>
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<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>c+ = 64% + satisfactory integration exercise</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
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<tbody>
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<td>Midterm Exam</td>
<td>35</td>
<td>Multiple choice exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple choice exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Lab Work</td>
<td></td>
<td>Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric).</td>
</tr>
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</table>

| Total              | 100        |

### Learning Environment/Type

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<tr>
<th>Instruction Type</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>40</td>
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</table>

| Total              | 60          |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Problem-solving when carrying out care-giving procedures.
3. Promoting comfort and rest.
4. Promoting personal hygiene.
5. Moving, positioning and transferring a client.
7. Promoting exercise and activity.
8. Promoting healthy nutrition and fluid intake.

VCC Education and Education Support Policies

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<tr>
<td>Approved by Curriculum Committee:</td>
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</table>
**Course Name:** Personal Care and Assistance 2

**Course Number:** HRCA 1232  
**Number of Credits:** 3.0  
**Effective Date:** Sep 1, 2016

### Course Description:

This practical course offers students the opportunity to acquire additional 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.

### Course History:

- **School or Centre:** Health Sciences
- **Year of Study:** 1st Year Post-secondary
- **Revised Course:**

### Course Pre-requisites (if applicable):

Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135

### Course Co-requisites (if applicable):

ELSK 0702; HRCA 1224; HRCA 1226

### PLAR (Prior Learning Assessment & Recognition)

☑ No ☐ Yes (details below):
### Course Learning Outcomes:

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

1. Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client.
2. Apply an informed problem-solving process to the provision of care and assistance.
3. Provide personal care and assistance within the parameters of the Health Care Assistant.
4. Provide care and assistance in ways that maintain safety for self and others in a variety of contexts.

### Program Learning Outcomes:

Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
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<tr>
<td>Assignments</td>
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<td>Written assignment</td>
</tr>
<tr>
<td>Lab Work</td>
<td></td>
<td>Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric).</td>
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</table>

Total 100

Learning Environment/Type

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</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>60</td>
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Total 90

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Problem-solving when carrying out care-giving procedures.
3. Promoting comfort and rest.
4. Promoting personal hygiene.
5. Moving, positioning and transferring a client.
7. Promoting exercise and activity.
8. Promoting healthy nutrition and fluid intake.
10. Measuring vital signs
11. Heat and cold applications
12. Assisting with oxygen needs
13. Home management
14. Assisting with Medications for clients able to direct own care

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:
**Course Name:** English Language Skills 1  

**Course Number:** ELSK 0701  
**Number of Credits:** 5.0  
**Effective Date:** Sep 1, 2016

**Course Description:**
This course provides ongoing English language support for learners of English as an additional language as they acquire the skills of a Health Care Assistant. To ensure learner success, this course focuses on development of study skills, reading skills, writing skills and strategies for vocabulary acquisition to enable learners to understand and discuss course concepts, materials, and procedures accurately. This course develops interpersonal professional communication skills in class and in clinical with an emphasis on clear and appropriate speaking and effective listening. It also includes developing an awareness of workplace expectations, culture and appropriate language. Reading, writing and interactive communication (listening and speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant Level 1 curriculum. Upon completion of English Language Skills 1, learners have the communication skills required to provide personal care for clients in a complex care setting and to interact with clients and health team members.

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<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>School of Access</td>
<td>ESL Course</td>
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<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
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</thead>
<tbody>
<tr>
<td>Revised Course</td>
<td></td>
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</table>

**Course Pre-requisites (if applicable):**
Admission to the Health Care Assistant/ESL Program

**Course Co-requisites (if applicable):**
HRCA 1103; HRCA 1105; HRCA 1120; HRCA 1122; HRCA 1131; HRCA 1135

**PLAR (Prior Learning Assessment & Recognition):**

- No
- Yes (details below):
Course Learning Outcomes:

Upon completion of English Language Skills 1, learners will be able to:

1. Read and demonstrate an understanding of textbook and course materials for HCA/ESL Level 1.
2. Develop and use strategies to understand unfamiliar written material.
3. Explain and discuss course concepts, main ideas, and details for HCA/ESL Level 1.
4. Use professional terminology appropriate to HCA/ESL Level 1 in a readily understood manner.
5. Respond effectively to verbal information, explanations, questions, requests, and directives.
6. Develop and use strategies to clarify and confirm verbal information.
7. Write HCA/ESL Level 1 Reflective Journals and course assignments clearly and in an appropriate format.
8. Restate, explain, and respond appropriately to shift reports in a complex care setting.
9. Speak appropriately and in a readily understood manner to clients and to health team members in a complex care setting.
10. Listen attentively and respond appropriately to clients and to health team members in a complex care setting.
11. Report clearly and appropriately to health team members in a complex care setting.
12. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
13. 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.
14. Provide care and assistance for clients experiencing complex health challenges.
15. Respond to clients, family and health team members in a complex care setting.

Program Learning Outcomes:

Upon completion of the Health Care Assistant/ESL program, graduates will be able to:

1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the health team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
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<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
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<td>satisfactory (where &quot;S&quot;=64%)</td>
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</table>

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<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>reading and vocabulary skills assessed through reading assignments and vocabulary quizzes</td>
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<tr>
<td>Lab Work</td>
<td>30</td>
<td>communication skills assessed during Lab testing</td>
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<tr>
<td>Field Experience</td>
<td>35</td>
<td>listening and interactive communication skills assessed during clinical experience</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>attendance and participation in class and group activities</td>
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| Total            | 100        |                                                                                                    |

### Learning Environment/Type

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<td>100</td>
<td></td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>C - Clinical</td>
<td>25</td>
<td></td>
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</table>

| Total            | 150                         |          |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Reflective journal writing.
Writing assignments for Health Care Assistant Level 1 (clarification; organization; development; mechanics).
Reading a textbook for comprehension (Health Care Assistant Level 1 topics).
Reading a textbook for comprehension (Health Care Assistant Level 1 topics).
Skimming and scanning.
Understanding and pronunciation of medical and professional terminology (Health Care Assistant Level 1).
Understanding and following direction (acknowledging; clarifying; confirming; responding).
Understanding shift reports for complex care settings (restating; explaining).
Interacting with clients.
Interacting with the health care team.

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: English Language Skills 2

Course Number: ELSK 0702   Number of Credits: 4.0   Effective Date: Sep 1, 2016

Course Description:
This course builds upon the communication skills of a Health Care Assistant developed in English Language Skills 1. Strategies to develop learners' acquisition of a professional vocabulary, reading skills, writing skills and oral presentation skills are emphasized. The learner's interpersonal communication skills are enhanced while providing care for clients in a Special Care setting. Reading, writing, and interactive communication (listening & speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant curriculum. Upon completion of English Language Skills 2, learners have the communication skills required to provide personal care for clients in a Special Care setting, and to interact with clients and health team members.

School or Centre: School of Access

Year of Study: ESL Course

Course History: Revised Course

Course Pre-requisites (if applicable):
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1131, HRCA 1135

Course Co-requisites (if applicable):
HRCA 1224, HRCA 1226, HRCA 1227, HRCA 1232

PLAR (Prior Learning Assessment & Recognition)   ☑ No   ☐ Yes (details below):
Instructional Strategies:
lectures
classroom activities
lab activities
group work
clinical experience

Course Learning Outcomes:
Upon completion of English Language Skills 2, learners will be able to:
1. Read and demonstrate an understanding of textbook and course materials for HCA/ESL Level 2.
2. Continue to use strategies to understand unfamiliar written material.
3. Explain and discuss course concepts, main ideas, and details for HCA/ESL Level 2.
4. Use professional terminology appropriate to HCA/ESL Level 2 in a readily understood manner.
5. Continue to respond effectively to verbal/oral information, explanations, questions, requests, and directives.
6. Continue to use strategies to clarify and confirm oral information.
7. Write HCA/ESL Level 2 course assignments clearly and in an appropriate format.
8. Give oral presentations in a readily understood manner.
9. Restate, explain, and respond appropriately to shift reports in a Special Care setting.
10. Speak clearly and in a manner appropriate to clients in a Special Care setting.
11. Listen attentively and respond appropriately to clients in a Special Care setting.
12. Listen attentively and respond appropriately to health team members in a Special Care setting.
13. Report clearly and appropriately to health team members in a Special Care setting.
14. Communicate in a caring manner during the care-giving process in a Special Care setting.
15. Read and demonstrate understanding of appropriate written information in a Special Care setting.
16. Write clear, appropriate client reports in a Special Care setting.
17. Continue to respond appropriately to clients, family and health team members in a Special Care setting.

Program Learning Outcomes:
Upon completion of the Health Care Assistant/ESL Program, graduates will be able to:
1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients with cognitive and/or mental health challenges.
5. Interact with other members of the health team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
Evaluation/Grading System

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<tr>
<th>Grading System</th>
<th>Specify if ‘Other’</th>
<th>Specify Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory (where “S” = 64%)</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>writing and oral skills assessed through Health Care Assistant assignments and group oral presentation</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>reading and vocabulary skills assessed through reading assignments and vocabulary quizzes</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>communication skills assessed during Health Care Assistant Lab testing</td>
</tr>
<tr>
<td>Field Experience</td>
<td>35</td>
<td>listening and interactive communication skills assessed during HCA clinical experience</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>attendance and participation in class and group activities</td>
</tr>
</tbody>
</table>

Total 100%

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>C - Clinical</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Total 140

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Oral presentation skills (planning; organizing; presenting).
Writing assignments for Health Care Assistant Level 2 (clarification; organization; mechanics).
Reading a textbook for comprehension (Health Care Assistant Level 2 topics).
Understanding and pronunciation of medical and professional terminology (Health Care Assistant Level 2).
Understanding and following direction (acknowledging; clarifying; confirming; responding).
Understanding shift reports for Special Care settings (restating; explaining).
Communicating with clients with dementia.
Interacting with clients with dementia.
Interacting with the health care team.

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 web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:               Approved by Education Council:
Course Name: English Language Skills 3

Course Number: ELSK 0703  Number of Credits: 2.0  Effective Date: Sep 1, 2016

Course Description:
This course continues to develop the English language skills of learners of an additional language in the Health Care Assistant/ESL Program and builds on the skills learned in English Language Skills 2. It focuses especially on the listening and speaking skills required to communicate effectively as a Health Care Assistant in an extended care setting, and on the Job Search Skills required to enter the workforce as a Health Care Assistant. Reading, writing, and vocabulary skills will continue to be developed, especially as they apply to the workplace. Reading, writing, and interactive communication (listening & speaking) skills are taught concurrently and in conjunction with situations and topics in Health Care Assistant Clinical 3. Upon completion of English Language Skills 3, learners have the communication skills required to provide personal care for clients in an extended care setting and to interact with clients and members of the health team.

School or Centre: School of Access

Year of Study: ESL Course

Course History: Revised Course

Pre-requisites (if applicable):
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0702, HRCA 1224, HRCA 1226, HRCA 1227, HRCA 1232

Co-requisites (if applicable):
HRCA 1328; HRCA 1329

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
Instructional Strategies:
- lectures
- classroom activities
- group work
- clinical experience

Course Learning Outcomes:
Upon completion of English Language Skills 3, learners will be able to:
1. Restate, explain, and respond appropriately to shift reports in an extended care setting.
2. Speak clearly and in a manner appropriate to clients in an extended care setting.
3. Listen attentively and respond appropriately to clients in an extended care setting.
4. Listen attentively and respond appropriately to health team members in an extended care setting.
5. Report clearly and appropriately to health team members in an extended care setting.
6. Communicate in a caring manner during the care-giving process in an extended care setting.
7. Read and demonstrate understanding of appropriate written information in an extended care setting.
8. Write clear, appropriate client reports in an extended care setting.
9. Continue to respond appropriately to clients, family and health team in an extended care setting.
10. Understand job postings as they apply to HCA.
11. Prepare a resume, cover letters, and references for a HCA position.
12. Understand the literal and underlying meaning of job interview questions.
13. Know where and how to apply for a job as a HCA.
14. Complete appropriate job application forms, both hard copy and on-line.
15. Know how to apply to the BC Care Aide and Community Health Worker Registry.

Program Learning Outcomes:
Upon completion of the Health Care Assistant Program/ESL, graduates will be able to:
1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
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.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the health team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable and professional manner.
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>C - Clinical</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

| Total            | 60                        |          |

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Job Search readiness is assessed through resume, cover letter, references, and mock interviews</td>
</tr>
<tr>
<td>Field Experience</td>
<td>60</td>
<td>Listening and interactive communication skills critical to employment after graduation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Attendance and participation in class and group activities</td>
</tr>
</tbody>
</table>

| Total            | 100        |                                                                                  |

### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory (where &quot;S&quot; = 64%)</td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

Job Search Skills:
Where to apply for a job
Preparing a resume
Understanding and responding to job interview questions
Job description & job postings
Preparing a Cover Letter
Preparing References
Completing Job Application Forms
How to apply for a job
The BC Care Aide and Community Health Worker Registry
Clinical Practice:
Understanding shift reports in an extended care setting
Interacting with clients in an extended care setting
Interacting with co-workers in an extended care setting
Interacting with the health care team in an extended care setting
Writing client reports in an extended care setting

VCC Education and Education Support Policies
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http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
PREPARED FOR: Education Council

ISSUE: Changes to curriculum document language for the Legal Administrative Assistant (LAA) Certificate (full time)

BACKGROUND: This proposal, presented by Helen Roberts, deals with changes to the LAA program in a number of areas including course sequence, program and course learning outcomes and course topics. The contact hours per week have been corrected to reflect historical practice and the grading formula for the practicum has changed to S/U from letter grades. All of the curriculum documentation has been put into current format.

DISCUSSION: The committee realized the part-time Certificate PCG had been included in the meeting package and this has been corrected for the Education Council meeting package. Except for the change in grading mode for the practicum, the language changes to the curriculum documentation were minor and dealt changes to language reflecting current legal vocabulary.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to curriculum document language for the Legal Administrative Assistant (LAA) Certificate (full time)

Prepared by: David Branter Chair, Curriculum Committee
Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: Helen Roberts

Title: Department Head

School/Centre: Hospitality & Business

Department: Applied Business

E-mail: hroberts@vcc.ca

Phone/Ext.: 8525

A) DOCUMENTATION (select all that apply)

☒ Program Content Guide

Program Name(s): Legal Administrative Assistant – Full Time Certificate

Anticipated Start Date: January 2016

☐ Course name and number: ________________________________________ Credits: _______

*All new or revised course numbers must be validated in advance with the Registrar’s Office

☐ Course name and number: ________________________________________ Credits: _______

☐ Course name and number: ________________________________________ Credits: _______

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

☐ New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

☐ New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

☐ Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student’s academic record. It will be used for GPA calculation and to track course duplications and repetitions.

This course replaces: ____________________________________________

☒ Revision to Program Content Guide (PCG)

Major Revision (check all that apply):

☐ Program/Credential

☐ Program Purpose
C) RATIONALE AND NEED

- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

The Program Content Guide and Course Outlines have been put into the new format. Minor changes have been made to the course sequence, program and course learning outcomes, course topics – to accord with how the program and courses have been taught over the last few years, and changes to the text and topics which accord with changes to laws and court rules and forms. A more significant change is the change to marking the practicum satisfactory/unsatisfactory in accordance with the general practice within the College. Teaching time is now 24 hours per week (6 hours per day, 4 days per week) to reflect the Department student contact hours. There are no expected costs as a result of this proposal, other than printing and duplicating of the revised PCG and course outlines.
Curriculum Control Sheet

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:
   a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

   __Susie Findlay____________  __(signed via email)____________  __October 30, 2015_____
   Print Name                Signature                      Date

2. As Registrar or delegate I certify that:
   a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

   __Raymond Kaan____________  _(signed via email)____________  __November 10, 2015_____
   Print Name                Signature                      Date

3. As Department Leader I certify that:
   a. Faculty in the department have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

   Helen Roberts             _(signed via email)____________  __November 10, 2015_____
   Print Name                Signature                      Date

4. As Dean/Director I certify that:
   a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   __Debbie Sargent__________  _(signed via email)____________  __November 10, 2015_____
   Print Name                Signature                      Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

**CURRICULUM COMMITTEE**

Date: ____________________

**Minor Revisions**

☐ Approved as presented, proceed with implementation
☐ Approved with additional minor edits
☐ Revisions approved by Curriculum Committee Chair, proceed with implementation  Date: ________
☐ Reclassified as *not minor*

**Major Revisions**

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ________________
☐ Recommend significant changes, return to Department Leader

**New/Replacement Course(s)**

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ________________
☐ Recommend significant changes, return to Department Leader

**EDUCATION COUNCIL**

Date: ____________________

**Minor Revisions**

☐ Received as Information
☐ Request review of documentation from Curriculum Committee
☐ Reclassified as *Major Revisions*, return to Curriculum Committee

**Major Revisions**

☐ Approved as presented, proceed with implementation
☐ Approved with additional minor changes
☐ Recommend significant changes, return to Department Leader

**New/Replacement Course(s)**

☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional changes
☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO  Date: ________________
☐ Recommend significant changes, return to Department Leader
Legal Administrative Assistant – Full Time Certificate

Program Content Guide

Effective Date: January 2016
Program Map
Vancouver Community College – Legal Administrative Assistant – Full Time Certificate

Admission Requirements:
Successful completion of the Vancouver Community College Administrative Assistant Program or equivalent program completed in the English language; OR
Minimum of one year’s administrative assistant experience as verified by an employer, and the following:
- A tested keyboarding speed of 50 gross words per minute on a 5-minute test with a maximum of 5 errors
- Grade 12 completion, or equivalent,
- Certified course completion, or experience using word processing software (MS Word preferred) as verified by an employer
- English 12 with a C or English Language Proficiency equivalent or other equivalent

Mapping Conventions:
- Course
- Cluster

Intended Roles:
- Junior legal administrative assistant
- Legal office support employee in the following organizations: law firms, offices of notaries public, legal departments of large corporations, real estate companies, insurance companies, financial organizations, and government departments

Intended Learning Outcomes:
1. Create, edit, print, store, and retrieve legal documents and correspondence
2. Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
3. Apply time management principles and set priorities
4. Analyze and solve problems independently and collaboratively
5. Communicate effectively and respect confidentiality
6. Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation
Purpose
This specialist program is intended for graduates of the Administrative Assistant Program, as well as experienced administrative assistants wishing to work in the legal field. Graduates may find employment in a variety of positions, as a junior legal administrative assistant or a legal office support employee in the following organizations: law firms, offices of notaries public, legal departments of large corporations, real estate companies, insurance companies, financial organizations and government departments.

Program Learning Outcomes
Graduates of this program will have acquired the skills and knowledge to:
- Create, edit, print, store and retrieve legal documents and correspondence
- Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
- Apply time management principles and set priorities
- Analyze and solve problems independently and collaboratively
- Communicate effectively and respect confidentiality
- Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation

Instructional Activities, Design and Delivery Mode
The Legal Administrative Assistant Program is offered on a full-time basis with 24 hours’ class time per week over 4-1/2 months, and a two-week practicum, totaling 5 months. Attendance is mandatory: 3 or more absences may result in withdrawal from the program.

This is an intensive certificate program with the main emphasis on practical skills training including keyboarding and transcription. Students will work individually and in groups. When appropriate, theory is presented in lectures, videos, and demonstrations. Both practical and theoretical knowledge may be supported with field trips to Law Courts and to law offices.

There is a two-week practicum at the end of the program. The Department places students temporarily in law firms or law-related offices as an introduction to the legal office environment and to allow students the opportunity to apply skills learned in the program. The student must successfully complete all the other legal courses, in order to go on practicum.

A Program Advisory Committee meets periodically to monitor training needs and requirements of the industry.

Program Duration
This program is five months (21 weeks) in length. Students must complete this program within 3 years.
Evaluation of Student Learning
Students are evaluated through theory and practical examinations, assessment of assignments and performance in a practical environment.

Credential
Students receive a college certificate upon successful completion of the program.

Admission Requirements
Successful completion of the Vancouver Community College Administrative Assistant Program or equivalent program completed in the English language; OR

Minimum of one year’s administrative assistant experience as verified by an employer, and the following:

- A tested keyboarding speed of 50 gross words per minute on a 5-minute test with a maximum of 5 errors
- Grade 12 completion or equivalent
- Certified course completion or experience using word processing software (MS Word preferred) as verified by an employer
- English 12 with a C grade, or English Language Proficiency, or equivalent

Prior Learning Assessment & Recognition (PLAR)
Prior Learning Assessment & Recognition is not available for the courses in this program.

Recommended Characteristics of Students
- Ability to accept responsibility and to plan and reason logically
- Ability to follow instructions and work under pressure
- Good organizational skills
- Adaptability to change
- Ability to work cooperatively with others
- Competency in business arithmetic
## Course Credits

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OADM 1450 Legal Office Procedures</td>
<td>3.0</td>
</tr>
<tr>
<td>OADM 1452 Corporate Law</td>
<td>3.0</td>
</tr>
<tr>
<td>OADM 1451 Conveyancing</td>
<td>4.0</td>
</tr>
<tr>
<td>OADM 1454 Litigation</td>
<td>4.0</td>
</tr>
<tr>
<td>OADM 1453 Family Law</td>
<td>2.0</td>
</tr>
<tr>
<td>OADM 1455 Wills and Estates</td>
<td>2.0</td>
</tr>
<tr>
<td>OADM 1460 Speed and Accuracy Development</td>
<td>1.0</td>
</tr>
<tr>
<td>OADM 1456 Practicum</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Total Credits** 21.0

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

OADM 1450  Legal Office Procedures  3.0 Credits
This course introduces students to the skills necessary to be effective in a legal environment. Topics covered include federal and provincial legislative processes and court systems, legal documents, legal correspondence, confidentiality and professional responsibility, fees and billing, legal research and citations of law, vocabulary, and transcription.

OADM 1452  Corporate Law  3.0 Credits
This course covers different business structures, corporations, incorporation procedures, post-incorporation procedures, annual maintenance, and dissolution procedures. Students prepare documents acceptable for electronic filing with the Registrar of Companies and handle files as a corporate legal administrative assistant, including preparation of correspondence, share certificates, and registers. Vocabulary and transcription are included.

OADM 1451  Conveyancing  4.0 Credits
This course covers real property transactions and mortgage documents. Students handle conveyancing files, including preparation of statements of adjustments, and documents acceptable for filing at the Land Title Office. Assignments include vocabulary, transcription and preparation of the documents required to complete a residential conveyance. Procedures required to file documents electronically at the Land Title Office are also covered.

OADM 1454  Litigation  4.0 Credits
This course covers the process by which civil actions proceed in the British Columbia Supreme Court and offers practical experience in the preparation of civil British Columbia Supreme Court documents ready for filing in the Court Registry, preparation of correspondence and documents, as well as vocabulary and transcription.

OADM 1453  Family Law  2.0 Credits
This course covers federal and provincial family legislation, family law agreements, uncontested divorce proceedings, joint divorce proceedings and contested divorce proceedings. Students prepare documents acceptable for filing with the Divorce Registry of the British Columbia Supreme Court. Assignments include preparation of legal correspondence and documents, vocabulary, and transcription.
OADM 1455  Wills and Estates  2.0 Credits
This course covers the preparation of wills and codicils, and the documents necessary to apply for grants of Letters Probate and Letters of Administration. Students prepare documents acceptable for filing at the Probate Registry, and for the transmission and distribution of estates; they also prepare correspondence and documents, learn vocabulary, and practice transcription.

OADM 1460  Speed and Accuracy Development  1.0 Credit
This course helps students develop keyboarding speed and accuracy, using selected timed writings and drills.

OADM 1451  Practicum  2.0 Credits
This two-week practicum in a law office or the legal department of a government or business gives students practical experience in applying the knowledge and skills acquired during the program.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Grade Point Average (GPA)

A student is required to maintain a cumulative grade point average (GPA) of 2.33 or greater in each course to continue in a program. The GPA is computed at the end of each level of the program.

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.
Program Map
Vancouver Community College – Legal Administrative Assistant – Full Time Certificate

Admission Requirements:
Successful completion of the Vancouver Community College Administrative Assistant Program or equivalent program completed in the English language; OR
Minimum of one year’s administrative assistant experience as verified by an employer, and the following:
- A tested keyboarding speed of 50 gross words per minute on a 5-minute test with a maximum of 5 errors
- Grade 12 completion, or equivalent
- Certified course completion, or experience using word processing software (MS Word preferred) as verified by an employer
- English 12 with a C or English Language Proficiency equivalent or other equivalent

Mapping Conventions:
- Course
- Cluster

Intended Learning Outcomes:
1. Create, edit, print, store, and retrieve legal documents and correspondence
2. Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
3. Apply time management principles and set priorities
4. Analyze and solve problems independently and collaboratively
5. Communicate effectively and respect confidentiality
6. Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation

Intended Roles:
- Junior legal administrative assistant
- Legal office support employee in the following organizations: law firms, offices of notaries public, legal departments of large corporations, real estate companies, insurance companies, financial organizations, and government departments
Legal Administrative Assistant – Part Time Certificate

Program Content Guide

Effective Date: September 2015
Program Map
Vancouver Community College – Legal Administrative Assistant – Part Time Certificate

Admission Requirements:
Successful completion of the Vancouver Community College Administrative Assistant Program or equivalent program completed in the English language, OR
Minimum of one year's administrative assistant experience as verified by employer, and the following:
- A tested keyboarding speed of 50 gross words per minute on a 5 minute test with a maximum of 5 errors.
- Grade 12 completion, or equivalent.
- Certified course completion, or experience using word processing software (MS Word) as verified by an employer.
- English 12 with a C and English Language Proficiency, or equivalent

Mapping Conventions:
Course
Cluster

Intended Learning Outcomes:
1. Apply time management principles;
2. Set priorities;
3. Create, edit, print, store and retrieve legal documents and correspondence using computers;
4. Perform legal administrative assistant duties and procedures in the areas of general law, litigation, conveyancing, family law, corporate procedures, and wills and estates

Intended Roles:
• Junior legal administrative assistant
• Legal office support employee in the following organizations: law firms, legal departments of large corporations, real estate companies, insurance firms, financial organizations and government agencies
Purpose
This specialist program is intended for graduates of the Administrative Assistant Program as well as experienced administrative assistants wishing to work in the legal field. Graduates may find employment in a variety of positions, including junior legal administrative assistant or a legal office support employee in the following organizations: law firms, legal departments of large corporations, real estate companies, insurance firms, financial organizations and government agencies.

Program Learning Outcomes
Graduates of this program will be able to:
- Apply time management principles
- Set priorities
- Create, edit, print, store and retrieve legal documents and correspondence using computers
- Perform legal administrative assistant duties and procedures in the areas of general law, litigation, conveyancing, family law, corporate procedures, and wills and estates

Instructional Activities, Design and Delivery Mode
The Legal Administrative Assistant Program (part-time) is offered entirely online. Courses are accessed via a learning management system provided by BCcampus. All course resources, activities, instruction, and communication take place in the BCcampus online learning environment. Instructional activities vary by course but typically include individual and collaborative group work. Most courses have a final invigilated exam that must be written at VCC, unless alternative arrangements have been made with the Department Head.

Program Duration
This certificate program can be taken over an extended period of time to a maximum of three years. However, there is a start and end date for each course within the program.

Evaluation of Student Learning
An evaluation of the learning progress of each student is prepared by the instructor. This evaluation is by theory and practical examinations, and assessment of practical assignments.

Credential
Upon successful completion of the 11 courses comprising this program, the student will receive a VCC certificate.
Admission Requirements

Successful completion of the Vancouver Community College Administrative Assistant Program or equivalent program completed in the English language; OR

Minimum of one year's administrative assistant experience as verified by employer, and the following:

- A tested keyboarding speed of 50 gross words per minute on a 5 minute test with a maximum of 5 errors
- Grade 12 completion, or equivalent
- Certified course completion, or experience using word processing software (MS Word) as verified by an employer
- English 12 with a C and English Language Proficiency, or equivalent

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment & Recognition is not available for the courses in this program.

Recommended Characteristics of Students

- Competency in business arithmetic
- Ability to accept responsibility and to plan and reason logically
- Ability to follow instructions and work under pressure
- Good organizational skills and adaptability to change
- Strong computer skills
- Ability to work cooperatively with others
### Course Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABUT 1023</td>
<td>Online Learner Success</td>
<td>1.0</td>
</tr>
<tr>
<td>LGAP 1102</td>
<td>Legal Office Procedures</td>
<td>1.5</td>
</tr>
<tr>
<td>LGAP 1103</td>
<td>Introduction to the Canadian Legal System</td>
<td>1.5</td>
</tr>
<tr>
<td>LGAP 1100</td>
<td>Litigation Procedures 1</td>
<td>2.0</td>
</tr>
<tr>
<td>LGAP 1105</td>
<td>Corporate Procedures 1</td>
<td>2.0</td>
</tr>
<tr>
<td>LGAP 1104</td>
<td>Conveyancing Procedures 1</td>
<td>2.0</td>
</tr>
<tr>
<td>LGAP 1106</td>
<td>Wills and Estates</td>
<td>2.0</td>
</tr>
<tr>
<td>LGAP 1200</td>
<td>Litigation Procedures 2</td>
<td>2.0</td>
</tr>
<tr>
<td>LGAP 1201</td>
<td>Family Litigation Procedures</td>
<td>2.0</td>
</tr>
<tr>
<td>LGAP 1205</td>
<td>Corporate Procedures 2</td>
<td>1.0</td>
</tr>
<tr>
<td>LGAP 1204</td>
<td>Conveyancing Procedures 2</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Total Credits** 19.0

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

**ABUT 1023  Online Learner Success  1.0 Credit**
Online Learner Success (OLS) is designed to provide you with a working knowledge of the program called Desire 2 Learn (D2L). Assignments or activities in the course have been designed to demonstrate the use of various tools in the D2L program.

**LGAP 1102  Legal Office Procedures  1.5 Credits**
This course introduces the student to the legal profession, including the functions and duties of the legal administrative assistant in British Columbia. Topics covered will include legal terminology, legal office procedures, precedents, preparation of correspondence and basic legal documents, legal record keeping and billing, citations, references to Acts.

**LGAP 1103  Introduction to the Canadian Legal System  1.5 Credits**
The primary purpose of this course is to provide you with a general understanding and a working knowledge of the Canadian legal system.

**LGAP 1100  Litigation Procedures 1  2.0 Credits**
Litigation Procedures 1 introduces you to the functions and duties of a legal administrative assistant working in civil litigation in BC. Subjects covered will include terminology and rules relating to preparing and handling legal correspondence and documents in civil litigation actions and matters in the Supreme Court of BC. Litigation Procedures 1 will also introduce you to the legal concepts necessary to a basic understanding of the functioning of the courts and the professional environment that you will be entering.
This is primarily a hands-on course in which you integrate keyboard, computer, transcription, and document formatting with a knowledge of civil law. Because it is intended that you will progress on to Litigation Procedures 2 after taking Litigation 1, this course deals with documents and procedures from the initiation of a lawsuit through to the completion of pleadings and the possibility of obtaining default judgment. It does not deal with preparation for trial, interlocutory applications, or procedures after trial, all of which are covered in Litigation Procedures 2.
LGAP 1105  Corporate Procedures 1  2.0 Credits
This course introduces you to the role and responsibilities of a legal administrative assistant working in the field of corporate law. Through an overview of the various forms of business organizations with a focus on the corporation, this course covers incorporation procedures, post-incorporation procedures, and annual maintenance requirements of a private (non-reporting) British Columbia company.

LGAP 1104  Conveyancing Procedures 1  2.0 Credits
This course introduces you to the role and responsibilities of a legal administrative assistant employed in the field of conveyancing in British Columbia. Subjects covered will include knowledge and practical experience in topics such as systems of land registration, land title searches, contracts of purchase and sale, methods to convey interests in land, statements of adjustments, and the execution and registration of electronic documents filed in the Land Title Office.

This course focuses on the purchaser's procedures for a simple conveyance not involving financing. After taking Conveyancing Procedures 1, you should progress on to Conveyancing Procedures 2 which will cover procedures for financed purchaser conveyances, vendor sales, and mortgage loans. Conveyancing Procedures 2 will also cover acting for a purchaser and a mortgagee at the same time, as well as documents involved in the sale and purchase of manufactured homes.

LGAP 1106  Wills and Estates  2.0 Credits
This course introduces the student to the role and responsibilities of a Legal Administrative Assistant employed in the field of wills and estates in British Columbia. Students will gain knowledge and practical experience in preparation of wills and codicils and the documents necessary to apply grants of Letters Probate and Letters of Administration (with and without a will), Administration Bonds, transferring the deceased's assets, and winding up estates. Students will prepare documents acceptable to the Probate Registry for filing, followed by transmission and distribution of estates. This is a hands-on course in which the students integrate keyboard, computer, document formatting, and transcription skills with knowledge of estate law.

LGAP 1200  Litigation Procedures 2  2.0 Credits
Litigation Procedures 2 builds on skills and knowledge from Litigation Procedures 1. Subjects covered include terminology and rules relating to preparing and handling legal correspondence and documents in civil litigation actions and matters in the Supreme Court of BC. Litigation Procedures 2 continues the introduction to the legal concepts necessary to a basic understanding of the functioning of the courts and the professional environment that students will be entering.
This is primarily a hands-on course in which the students integrate keyboard, computer, transcription, and document formatting with a knowledge of civil law. As the second of two Litigation Procedures courses, this course deals with documents and procedures from the discovery process to preparation and attendance at trial and post-trial procedures including bills of costs and enforcement procedures. This course also deals with preparation for Chambers hearings. It does not deal with the initiation of lawsuits, drafting pleadings, or applying for default judgment, all of which are covered in Litigation Procedures 1.

LGAP 1201 Family Litigation Procedures 2.0 Credits
This course introduces the student to the role and responsibilities of a legal administrative assistant employed in the field of family law in British Columbia. Students will gain knowledge and practical experience in topics such as statutes and rules, divorce and family courts, marriage in B.C., pre-nuptual and separation agreements, undefended and defended divorce actions, chambers applications, annulment, and applications to Provincial Court. This is a "hands-on" course in which the students integrate keyboard, computer, and document formatting, with a knowledge of family law.

LGAP 1205 Corporate Procedures 2 1.0 Credit
This course is a continuation of the material covered in Corporate Procedures 1 which introduces you to the role and responsibilities of a legal administrative assistant working in the field of corporate law. This course covers corporate structure and completion of filing forms as it relates to sole proprietorships, partnerships, limited partnerships, societies, cooperatives, non-reporting companies and extra-provincial non-reporting companies. The course also introduces you to securities and to BC OnLine (an Internet access to government services and information about BC companies).

LGAP 1204 Conveyancing Procedures 2 2.0 Credits
This course introduces you to the role and responsibilities of a legal administrative assistant employed in the field of conveyancing in British Columbia. This course is a continuation of the material covered in Conveyancing Procedures 1. You will gain knowledge and practical experience in topics such as methods to convey interests in land involving purchaser financing, strata property considerations, builders' liens, acting for the vendor, acting for mortgage lenders, additional adjustments for statements of adjustments, authorities to pay, the execution and registration of electronic documents filed in the Land Title Office, acting for both the purchaser and mortgagor, and documents for the transfer of manufactured homes.
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
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<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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.
Course Name: Conveyancing

Department Head/Coordinator: Helen Roberts

Effective Date: January 2016

School or Centre: School of Hospitality and Business
Department: Applied Business

Course History:
Year of Study: 1st Year Post-secondary

Course Number: OADM 1451
Number of Credits: 4.0

Course Pre-requisites (if applicable):
OADM 1450 (Legal Office Procedures)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition) No Yes (details below):

Course Description:
This course covers real property transactions and mortgage documents. Students handle conveyancing files, including preparation of statements of adjustments, and documents acceptable for filing at the Land Title Office. Assignments include vocabulary, transcription and preparation of the documents required to complete a residential conveyance. Procedures required to file documents electronically at the Land Title Office are also covered.
Course Learning Outcomes:

Upon completion of this course, the student will be able to:

1. communicate effectively, using the language, theory and precedents appropriate to real estate law
2. analyze and solve conveyancing law issues independently and collaboratively
3. accurately identify and calculate the amounts involved to create statements of adjustments, authorities to pay, and statements of account
4. create accurate correspondence and documents relating to real estate transactions

Program Learning Outcomes:

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

- Create, edit, print, store and retrieve legal documents and correspondence
- Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
- Apply time management principles and set priorities
- Analyze and solve problems independently and collaboratively
- Communicate effectively, and respect confidentiality
- Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation

Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).
Evaluation/Grading System  

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:  

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Transcription - assignments 5%, test 5%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>3 Theory quizzes, each worth 15%</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>45</td>
<td>Practical examination</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
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</table>

Learning Environment/Type  

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 100

Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

- Understanding land and sale of land
- Sales completion model
- Information gathering
- Completion preparations
- Statement of adjustments
- Completion
- Financed conveyance concepts - purchaser
- Financed conveyance procedures - purchaser
- Conveyance procedures - seller
- Mortgages
- New adjustments/acting for two parties
- Manufactured homes

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 web site at: [http://www.vcc.ca/about-vcc/policies/index.cfm](http://www.vcc.ca/about-vcc/policies/index.cfm)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

**FOR COMMITTEE USE ONLY**

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
Course Name: Corporate Law

Department Head/Coordinator: Helen Roberts  Effective Date: January 2016

School of Hospitality and Business  Department: Applied Business

Course History:

Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

OADM 1450 (Legal Office Procedures)

Course Pre-requisites (if applicable):

OADM 1450 (Legal Office Procedures)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No  Yes (details below):

Course Description:

This course covers different business structures, corporations, incorporation procedures, post-incorporation procedures, annual maintenance, and dissolution procedures. Students prepare documents acceptable for electronic filing with the Registrar of Companies and handle files as a corporate legal administrative assistant, including preparation of correspondence, share certificates, and registers. Vocabulary and transcription are included.
Instructional Strategies:
This course emphasizes practical skills training, including keyboarding and transcription. Students will work individually and in groups in a computer lab. Theory is presented in lectures, videos, and demonstrations. Both practical and theoretical knowledge may be supported with field trips to Law Courts and law offices. Attendance is mandatory: 3 or more absences may result in withdrawal from the program.

Course Learning Outcomes:
Upon completion of this course, the student will be able to:
1. communicate effectively, using the language, theory and precedents appropriate to corporate law
2. analyze and solve corporate law issues independently and collaboratively
3. identify the types of business structures in British Columbia and the advantages and disadvantages of each
4. create accurate correspondence and documents relating to the requirements and process of incorporation, and maintenance of a partnership and a non-reporting company pursuant to the Business Corporations Act.

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Create, edit, print, store and retrieve legal documents and correspondence
• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
• Apply time management principles and set priorities
• Analyze and solve problems independently and collaboratively
• Communicate effectively, and respect confidentiality
• Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation
Evaluation/Grading System  

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<td>30</td>
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</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Theory quiz 1</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
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<td>Theory quiz 2</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Practical examination</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
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<td>100</td>
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Learning Environment/Type  

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<td>25</td>
<td></td>
</tr>
<tr>
<td>Enter Total Hours</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

Course Topics and Sequence Covered:

The business client
The corporate client
Maintaining corporate records and record book
Record keeping - Directors
Annual requirements for companies
Record keeping - Shareholders
Recording decisions using minutes and making mid-year decisions
Incorporating a company - before the application, the application itself, and after the application

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FOR COMMITTEE USE ONLY

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<tr>
<td></td>
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</table>
Course Name: Family Law

Department Head/Coordinator: Helen Roberts  
Effective Date: January 2016

School or Centre: 
Department: Applied Business

Course History:

School of Hospitality and Business
Department: 
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: OADM 1453
Number of Credits: 2.0

Course Pre-requisites (if applicable):

OADM 1450 (Legal Office Procedures) and OADM 1454 (Litigation)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):

Course Description:

This course covers federal and provincial family legislation, family law agreements, uncontested divorce proceedings, joint divorce proceedings and contested divorce proceedings. Students prepare documents acceptable for filing with the Divorce Registry of the British Columbia Supreme Court. Assignments include preparation of legal correspondence and documents, vocabulary, and transcription.
Instructional Strategies:
This course emphasizes practical skills training, including keyboarding and transcription. Students will work individually and in groups in a computer lab. Theory is presented in lectures, videos, and demonstrations. Both practical and theoretical knowledge may be supported with field trips to Law Courts and law offices. Attendance is mandatory: 3 or more absences may result in withdrawal from the program.

Course Learning Outcomes:
Upon completion of this course, the student will be able to:
1. communicate effectively, using the language, theory and precedents appropriate to family law
2. identify the provincial and federal statutes that apply to family law
3. analyze and solve family law issues independently and collaboratively
4. create accurate correspondence and documents for proceedings under the various federal and provincial statutes relating to marriage, adoption, divorce, and separation

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Create, edit, print, store and retrieve legal documents and correspondence
• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
• Apply time management principles and set priorities
• Analyze and solve problems independently and collaboratively
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• Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation
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</tbody>
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Total 100

### Learning Environment/Type

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<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>10</td>
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</tr>
</tbody>
</table>

Enter Total Hours 50

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Family law
Marriage and marriage related agreement
Ending a marriage or common law relationship
Provincial Court proceedings
Divorce proceedings: Divorce Act requirements, joint divorce, undefended divorce, interlocutory proceedings, defended divorce, conferences and applications

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COURSE OUTLINE

Please save a copy onto your computer before filling in the form

Course Name: Litigation

Department Head/Coordinator: Helen Roberts  Effective Date: January 2016

School or Centre: School of Hospitality and Business  Department: Applied Business

Course History: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: OADM 1454
Number of Credits: 4.0

Course Pre-requisites (if applicable):

OADM 1450 (Legal Office Procedures) and OADM 1452 (Corporate Law)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

Course Description:

This course covers how civil actions proceed in the British Columbia Supreme Court and offers practical experience in the preparation of civil British Columbia Supreme Court documents acceptable for filing in the Court Registry, preparation of correspondence and documents, as well as vocabulary and transcription.
Instructional Strategies:
This course emphasizes practical skills training, including keyboarding and transcription. Students will work individually and in groups in a computer lab. Theory is presented in lectures, videos, and demonstrations. Both practical and theoretical knowledge may be supported with field trips to Law Courts and law offices. Attendance is mandatory: 3 or more absences may result in withdrawal from the program.

Course Learning Outcomes:
Upon completion of this course, the student will be able to:
1. communicate effectively, using the language, theory and precedents appropriate to civil litigation
2. identify the Canadian courts and the sources of Canadian law
3. analyze the concepts of the Canadian legal system and the civil and criminal process
4. analyze and solve civil litigation issues independently and collaboratively
5. create accurate correspondence and documentation relating to civil actions according to the British Columbia Supreme Court Civil Rules

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Create, edit, print, store and retrieve legal documents and correspondence
• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
• Apply time management principles and set priorities
• Analyze and solve problems independently and collaboratively
• Communicate effectively, and respect confidentiality
• Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation

Note to instructors: An instructional strategy is an approach that an instructor uses to achieve the learning outcomes (e.g., lecture, case study, video, group work).
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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<td>C+</td>
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### Components and Weighting of the Assessment/Evaluation Plan

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Transcription - assignments 5%, test 10%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>3 Theory quizzes, each worth 10%</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Practical examination</td>
</tr>
<tr>
<td>Final Exam</td>
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<td><strong>Total</strong> 100</td>
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### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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</tr>
<tr>
<td>E - Seminar</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s)

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:
The differences between criminal and civil law, the appeal process
Principles behind court procedures, the litigation model, stages of litigation
Preliminary matters, statute of limitations, actions and originating applications
Document formatting, description of parties, the Public Guardian and Trustee, shortened style of proceeding
Commencing the action, Notice of Civil Claim, time limit for service, filing documents, time calculations, service, affidavit of personal service, events following service
Default judgment, costs
Pleadings, Response to Civil Claim, Reply, electronic documents, setting a trial date, Notice of Trial, counterclaims and third parties, Bill of Costs
Disclosure, types of evidence
Settling a defended action, consent orders, consent dismissal order, enforceability of an order
Hearing the dispute, trial scheduling, trial management conferences, witness lists, Trial Record, evidence at trial, Trial Certificate, pre- and post-trial timelines
Collecting on judgments
Asking the Court for help: interlocutory applications, affidavits, applications made with and without notice, consent applications

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Name: Legal Office Procedures

Department Head/Coordinator: Helen Roberts  
Effective Date: January 2016

School or Centre: School of Hospitality and Business  
Department: Applied Business  
Year of Study: 1st Year Post-secondary

Course History:

Name of Replacing Course (if applicable):

Course Number: OADM 1450  
Number of Credits: 3.0

Course Pre-requisites (if applicable):

Admission to the Legal Administrative Assistant program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

Course Description:

This course introduces students to the skills necessary to be effective in a legal environment. Topics covered include federal and provincial legislative processes and court systems, legal documents, legal correspondence, confidentiality and professional responsibility, fees and billing, legal research and citations of law, vocabulary, and transcription.
Instructional Strategies:

This course emphasizes practical skills training, including keyboarding and transcription. Students will work individually and in groups in a computer lab. Theory is presented in lectures, videos, and demonstrations. Both practical and theoretical knowledge may be supported with field trips to Law Courts and law offices. Attendance is mandatory: 3 or more absences may result in withdrawal from the program.

Course Learning Outcomes:

Upon completion of this course, the student will be able to:
1. communicate effectively, using the language, theory and precedents appropriate to legal offices
2. analyze the personal attributes essential to the success of a competent legal administrative assistant
3. identify the structure of Canada’s court systems and the processes of dispute resolution and essential characteristics of each
4. identify the sources of Canadian law
5. analyze and solve legal office procedures problems independently and collaboratively
6. create accurate correspondence and documentation relating to accounts, agreements, affidavits and declarations

Program Learning Outcomes:

Graduates of this program will have acquired the skills and knowledge to:
• Create, edit, print, store and retrieve legal documents and correspondence
• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
• Apply time management principles and set priorities
• Analyze and solve problems independently and collaboratively
• Communicate effectively, and respect confidentiality
• Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation
### Evaluation/Grading System

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### Components and Weighting of the Assessment/Evaluation Plan

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<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Machine transcription - assignments 5%, test 10%</td>
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<tr>
<td>Other</td>
<td>15</td>
<td>2 Theory quizzes, each worth 15%</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
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<td>Practical exam</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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</table>

**Total 100**

### Learning Environment/Type

**Instruction Type**

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<tr>
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</tr>
<tr>
<td>E - Seminar</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Enter Total Hours** 75

### Resource Material(s): Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Introduction to the role of the legal administrative assistant
The legal workplace
The legal system
The office file management system
Maintaining client files
Fee arrangements and financial procedures
Statements of account and file closing
Communication and correspondence with clients
Preparing documents from precedents
Communicating with other law firms
Preparing documents from transcription

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
### Course Name: Practicum

**Department Head/Coordinator:** Helen Roberts  
**Effective Date:** January 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tr>
<td>School of Hospitality and Business</td>
<td>Applied Business</td>
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</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>Click arrow for options</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Name of Replacing Course (if applicable):**

**Course Number:** OADM 1456  
**Number of Credits:** 2.0

**Course Pre-requisites (if applicable):**

- OADM 1450 (Legal Office Procedures), OADM 1452 (Corporate Law), OADM 1451 (Conveyancing), OADM 1454 (Litigation), OADM 1453 (Family Law), OADM 1455 (Wills and Estates), and OADM 1460 (Speed & Accuracy Development)

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**

- ☒ No  
- ☐ Yes (details below):

**Course Description:**

This two-week practicum in a law office or the legal department of a government or business gives students practical experience in applying the knowledge and skills acquired during the program.
### Course Outline, 20 August 2013 - http://cid.vcc.ca/p2-cd/curriccomm.html

#### Instructional Strategies:

Practicum hosts mentor students performing a variety of legal office tasks.

<table>
<thead>
<tr>
<th>Course Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, the student will be able to:</td>
</tr>
<tr>
<td>1. use the knowledge and skills from this program in a legal office setting</td>
</tr>
<tr>
<td>2. demonstrate appropriate business-related interpersonal skills</td>
</tr>
<tr>
<td>3. attend punctually and consistently</td>
</tr>
<tr>
<td>4. demonstrate good attitude and initiative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of this program will have acquired the skills and knowledge to:</td>
</tr>
<tr>
<td>• Create, edit, print, store and retrieve legal documents and correspondence</td>
</tr>
<tr>
<td>• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates</td>
</tr>
<tr>
<td>• Apply time management principles and set priorities</td>
</tr>
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<td>• Communicate effectively, and respect confidentiality</td>
</tr>
<tr>
<td>• Keyboard quickly and accurately, proofread effectively, and transcribe from audio dictation</td>
</tr>
</tbody>
</table>
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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### Components and Weighting of the Assessment/Evaluation Plan

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<td>Practicum</td>
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<td>Instructor assesses the student with input from the practicum sponsor</td>
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Total 100

### Learning Environment/Type

<table>
<thead>
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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>P - Practicum</td>
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Enter Total Hours 70

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:
Legal office operations
Professional behaviour
Confidentiality
Effective communication

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Name: Speed & Accuracy Development

Department Head/Coordinator: Helen Roberts  
Effective Date: January 2016

School or Centre: School of Hospitality and Business  
Department: Applied Business  
Year of Study: 1st Year Post-secondary

Course History:
Course Number: OADM 1460  
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Admission to the Legal Administrative Assistant program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):

Course Description:
This course helps students develop keyboarding speed and accuracy, using selected timed writings and drills.
Instructional Strategies:
Students work at their own pace to improve their keyboarding speed and accuracy, completing assigned drills and tests under the general supervision of an instructor.

Course Learning Outcomes:
Upon completion of this course, the student will be able to demonstrate a minimum keyboarding speed of 60 gross words per minute, with a maximum of 5 errors each, on four 5-minute timings.

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Create, edit, print, store and retrieve legal documents and correspondence
• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
• Apply time management principles and set priorities
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## Evaluation/Grading System

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<td>Letter Grades</td>
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## Components and Weighting of the Assessment/Evaluation Plan

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<th>Type</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>Five-minute timings</td>
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<td>Other</td>
<td>25</td>
<td>Honour rolls</td>
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<tr>
<td>Other</td>
<td>20</td>
<td>Skill development paragraphs</td>
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<td>Other</td>
<td>25</td>
<td>Speed and accuracy studies</td>
</tr>
<tr>
<td>-</td>
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</table>

**Total 100**

## Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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</tbody>
</table>

**Enter Total Hours 25**

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

<table>
<thead>
<tr>
<th>Course Topics and Sequence Covered:</th>
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<tbody>
<tr>
<td>Accuracy and speed studies</td>
</tr>
<tr>
<td>Skill development paragraphs (one-minute timings)</td>
</tr>
<tr>
<td>Five-minute timed writings</td>
</tr>
<tr>
<td>Accuracy honour roll</td>
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<tr>
<td>Speed honour roll</td>
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</table>

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<table>
<thead>
<tr>
<th>Date Approved by Education Council:</th>
<th>Date Approved by VCC Board (if applicable):</th>
</tr>
</thead>
</table>
**Course Name:** Wills and Estates  

**Department Head/Coordinator:** Helen Roberts  

**Effective Date:** January 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tbody>
<tr>
<td>School of Hospitality and Business</td>
<td>Applied Business</td>
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</table>

**Course History:**

Course Number: OADM 1455  
Number of Credits: 2.0

**Course Pre-requisites (if applicable):**

OADM 1450 (Legal Office Procedures) and OADM 1454 (Litigation)

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition):**  
- No  
- Yes (details below)

**Course Description:**

This course covers the preparation of wills and codicils, and the documents necessary to apply for grants of Letters Probate and Letters of Administration. Students prepare documents acceptable for filing at the Probate Registry, and for the transmission and distribution of estates; they also prepare correspondence and documents, learn vocabulary, and practice transcription.
Instructional Strategies:
This course emphasizes practical skills training, including keyboarding and transcription. Students will work individually and in groups in a computer lab. Theory is presented in lectures, videos, and demonstrations. Both practical and theoretical knowledge may be supported with field trips to Law Courts and law offices. Attendance is mandatory: 3 or more absences may result in withdrawal from the program.

Course Learning Outcomes:
Upon completion of this course, the student will be able to:
1. communicate effectively, using the language, theory and precedents appropriate to wills and estates
2. analyze and solve wills and estates issues independently and collaboratively
3. identify the statutes, both provincial and federal, that apply to wills and estates
4. understand the differences between probate and administration, and different Acts and procedures that apply to each
5. create accurate correspondence and documents for the preparation of wills and codicils, applications for letters probate, letters of administration with and without will annexed, and transmission and transfer of the deceased's assets

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Create, edit, print, store and retrieve legal documents and correspondence
• Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
• Apply time management principles and set priorities
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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## Learning Environment/Type

(Select all that are used within the course)

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<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 50

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics and Sequence Covered:

Trusts
Testamentary trusts
Wills and codicils
Drafting wills and codicils
Affidavits in estate work
Estate handling model
Confirmation and notification
Valuation
Application
Distribution
Probate with minor beneficiaries
Administration with will annexed
Administration

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
INFORMATION NOTE

30 November 2015

PREPARED FOR: Education Council
ISSUE: Ad Hoc Program Review and Renewal Committee Update

BACKGROUND:
The Ad Hoc Program Review and Renewal Committee met on November 18, 2015. The meeting was attended by Kathryn McNaughton, Judith McGillivray, David Branter, Mike Tunnah, Garth Manning, Todd Rowlatt, Jessica Butt, and Ella Ho. The meeting focused on the new annual program review process that was introduced in the summer of 2015.

DISCUSSION:
Judith McGillivray has been preparing summaries of all annual program reviews and has completed the Schools of Health, Hospitality, and Business. They are available at: J:\COMMON\Program Reviews. Judith is identifying important factors, trends and needs, such as: are students accessing employment? How much are they making upon exit? Are they taking student loans/are they able to repay those loans? Are there curriculum, technological, or capital needs identified as priorities? Is a program at risk? Does a program have a plan to respond to opportunities and pressures?

Both Judith and the Committee thought the new form and the data provided to departments have worked well. There are a few suggestions for next year:
- Include the response rate, and the mode, not just average number. Help to ensure the data we have is meaningful.
- Include a section retention rates. Ask departments to identify what are the challenges, i.e. math in Hospitality
- Find or develop some additional data for developmental programs like ABE, as they aren’t included in the BC Student Outcomes surveys. Understanding progression or transfer patterns across institutions? Other ways of identifying how our programs help students succeed in their personal lives as well.

The Action Plan sections of the Annual Program Reviews should be made more robust. They should fit into the integrated planning process timeline the College is currently constructing so that department heads and deans aren’t repeating work. Moving forward, programs should review the previous year’s action plans, and propose action items for the next one to three years as well. The timing of program reviews should integrate with the 3-year plans so any major action items can be captured and prioritized by the College’s overall planning.

The Ad Hoc Committee believes a Standing Committee for Program Review and Renewal should be established as soon as possible. Todd Rowlatt was tasked with developing draft Terms of Reference. The Standing Committee would:
- Review summaries prepared by Vice President Academic and help identify trends and important factors. Allow departments to respond to summaries and provide any additional information by meeting with deans and department heads from each school.
- Track action plans to ensure progress is being made.
- Provide recommendations as appropriate to other committees and bodies in the College. This could include priorities for Curriculum Development funding, capital requests, technology requests (for example, this year multiple programs have identified the need for more computer lab space at both campuses), accreditations, upcoming curriculum changes, or programs in need of renewal.
- Propose changes to the Program Review and Renewal Policy and Procedures.

**NEXT STEPS:**
The Ad Hoc Committee will continue reviewing the summaries, and will start meeting with schools to review the information out of their program reviews in December. It will provide draft Terms of Reference for a Standing Committee to EDCO as soon as possible, likely at the January 2016 meeting. A new chair of the Ad Hoc Committee will hopefully be identified at the December 2015 meeting.

**Prepared by:**
Todd Rowlatt  
Chair, Education Council