## MEETING AGENDA

**February 9, 2016, 3:30 – 5:30 pm, Room 5025 BWY-A**

<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></td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>February 9, 2016 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>January 12, 2016 Minutes</td>
<td>Approval</td>
<td>3-7</td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
<td>None</td>
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<td>5.</td>
<td>Business Arising</td>
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<td></td>
<td>a) 2016/17 Enrolment Plan</td>
<td>15 min</td>
<td>Kathryn McNaughton</td>
<td>Verbal Update</td>
<td>Information</td>
<td>8-13</td>
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<td></td>
<td>b) Academic Plan Presentations</td>
<td>45 min</td>
<td>Kathryn McNaughton, David Wells, Dave McMullen, Brian Beacham, Shirley Lew, Tami Pierce</td>
<td>Academic Plan 2016-2019</td>
<td>Information</td>
<td>8-13</td>
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<td></td>
<td>c) Digital Graphic Design Diploma</td>
<td>10 min</td>
<td>Lorena Espinoza</td>
<td>Proposal for New Program</td>
<td>Decision</td>
<td>14-68</td>
</tr>
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<td>6.</td>
<td>Committee Reports</td>
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<td></td>
<td>a) Curriculum Standing Committee</td>
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<td></td>
<td>i) Chemistry 1121 and 1223</td>
<td>5 min</td>
<td>Judith Wallace</td>
<td>Decision Note, Curriculum Documents</td>
<td>Decision</td>
<td>69-90</td>
</tr>
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<td></td>
<td>ii) Health Care Assistant</td>
<td>5 min</td>
<td>Judy Christie</td>
<td>Decision Note, Curriculum Documents</td>
<td>Decision</td>
<td>91-150</td>
</tr>
<tr>
<td></td>
<td>iii) Certified Dental Assisting Online</td>
<td>5 min</td>
<td>Michele Rosko</td>
<td>Decision Note, Curriculum Documents</td>
<td>Decision</td>
<td>151-217</td>
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<td></td>
<td>b) Education Policy Committee</td>
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<td>i) C.1.4 Assignment of Credits</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policy, Procedures</td>
<td>Decision</td>
<td>218-222</td>
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<td></td>
<td>ii) C.1.1 Grading, Progression &amp; Withdrawal and D.4.4 Students Required to Withdraw</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policy, Procedures</td>
<td>Decision</td>
<td>223-238</td>
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<td>iii) C.3.1 Program Advisory Committee</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policy, Procedures</td>
<td>Decision</td>
<td>239-245</td>
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<td></td>
<td>c) Appeals Oversight Committee</td>
<td></td>
<td>No report</td>
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<td>Item</td>
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<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
<td>5 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal report</td>
<td>Information</td>
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<td>7</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>EDCO Report to the Board</td>
<td>Information</td>
<td>246-248</td>
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<tr>
<td>8</td>
<td>Member Reports</td>
<td>2 min</td>
<td>Todd Rowlatt</td>
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<td>9</td>
<td>Pending Items</td>
<td></td>
<td>Todd Rowlatt</td>
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<tr>
<td>a)</td>
<td>Annual Report</td>
<td></td>
<td>Todd Rowlatt</td>
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<td>b)</td>
<td>Annual Planning Calendar</td>
<td></td>
<td>Todd Rowlatt</td>
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<td>11</td>
<td>Next meeting:</td>
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<td>Todd Rowlatt</td>
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<td>March 8, 2016, 3:30-5:30, Room 5025 BWY</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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<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30 p.m. Todd Rowlatt wished members a happy new year, and welcomed Dave McMullen to the Education Council.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by Jan Weiten and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the minutes of December 8, 2015 be adopted as presented. A number of minor changes were recommended and will be made. All in favour of revised minutes. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>Jan Weiten received some communication from the Mount Pleasant Neighbourhood House. The notice referenced the Vancouver Community College’s Homefront Learning Program. Kathryn McNaughton explained that it is a family literacy program offered by the Neighbourhood House, in which some of the material is based on VCC’s Homefront program. Several ESL instructors were consulted in the development.</td>
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| 5.   | Business Arising             | **a) Integrated Planning Update**  
Kathryn McNaughton and Marlene Kowalski presented a draft of the 2016-17 Integrated Plan. It is a consolidation of plans that will come to EDCO for advice prior to approval by the Board, likely in March 2016. There is also a 3 Year Academic Plan that will come to EDCO for approval.  
Marlene discussed the high level goals, and mentioned that we will come up with a plan while ensuring we have proper resources in place. Every goal will go have key success indicators. Some questions were raised:  
- What is “position control?” – It is a process which we use to keep track of vacancies  
- Is this new project management system going to be implemented soon? – Marlene is hoping to have it in place this fall, though it may be more complicated than it appears.  
- When will the written plan be sent out? – The Leadership Team is still finalizing details.
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<th>Item</th>
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<tr>
<td>b)</td>
<td>Student Academic Awards</td>
<td>Nancy Nesbitt outlined what the VCC Foundation is currently working on, and discussed how academic awards are handled.</td>
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</table>
| c)   | LINC Update | David Wells provided an update on the LINC contract. Citizenship and Immigration Canada informed us that they will look at negotiating for a one year extension. We are looking at a 10-15% reduction in funding. Some questions that were raised:  
- Is there historically a reduction in funding? - David says that over the past couple of years, there has been a decline in population, and that funding is modelled in consideration of those numbers.  
- Did the CIC regulate based on a pot of funding, or cost per person? - Pot  
- What is the impact if LINC numbers start to decline? - Looking at the progression numbers, less than 10% of LINC students come back for other programs. Janet Theny contested this assertion.  
- With the likely influx of refugees, what is VCC’s plan to let the government know that we are ready to provide English-language training? - We have had some conversations regarding those who have specialized training and are looking at ways to upgrade their credentials. |

6. Committee Reports
   a) Education Policy Committee
      i) D.1.3 Copyright | Mike Tunnah acknowledged Virginia Adams has the policy writer, and she crafted this policy to ensure that we are in compliance with copyright and fair dealing guidelines.  
**Motion:** Moved by Dave McMullen and seconded THAT Education Council recommend policy D.1.3 Copyright be posted for community feedback.  
All in favour. **Motion carried.** |
   ii) D.1.5 Use of Library Resources | Mike Tunnah thanked Todd Rowlatt for all his work on these policies and procedures. There are still some issues that we are still discussing, such as the issue of children in the library and that they must not be unattended. Another issue is involving students who are in-between terms, and that they lose their library access. Dave McMullen says that the Registrar’s Office is looking at changing the current procedure to allow library access to these students. |
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|      |       | Rick Cyr mentioned that many of his students would benefit from having longer library access as manuals are important to use during their apprenticeships. Charly Jadranin agreed, and said that there are various programs whose students would also benefit from longer library access. Todd Rowlatt mentioned that we may need to look into licensing agreements that limit some access for non-current students.  
**Recommendation:** Moved by Jan Weiten and seconded THAT the Education Council recommend Policy D.1.5 Use of Library Resources be posted for community feedback.  
All in favour. **Motion carried.** |
| b)  | Curriculum Standing Committee  
 i)  | Visually Impaired courses: VOVI 0711, 0712, 0721, 0722 | This is a redistribution of course content from two courses to four courses.  
**Motion:** Moved by David Branter and seconded THAT Education Council approve the Visually Impaired courses: VOVI 0711, 0712, 0721, and 0722.  
Jan Weiten suggested that we change the wording, “Grade 4” to “Level 4.”  
Debbie Sargent suggested that the PLAR note in the Braille 1 – Level 2 Course Outline can be removed.  
All in favour of approving VOVI 0711, 0712, 0721, and 0722 as amended. **Motion carried.** |
|      | ii) | CHEM 1121 and CHEM 1223 | Judith Wallace outlined these proposals, and explained that these changes are to realign our program with UBC’s and SFU’s programs.  
Paul Yeung asked what the passing grade is. Judith says D, and then they will use percentages.  
Debbie Sargent suggested that in the CHEM 1223 Course Outline, we edit the Course Prerequisite to say, “Chemistry 1 (CHEM 1121) with a C-.” Also, in the Learning Environment/Type sections, the 120 hours could be broken down to the show how many of those hours are classroom and how many are lab.  
Nona Coles noted that under Program Learning Outcomes, we may want to change the wording as the Program Content Guides are not usually available at the Counselling Office. |
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<td>Due to the number of issues that must be reviewed, Todd Rowlatt suggested that we table these proposals to the February EDCO meeting.</td>
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<td><strong>Motion:</strong> Moved by Jo-Ellen Zakoor and seconded THAT Education Council table CHEM 1121 and CHEM 1223 for the February EDCO meeting.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>iii)</td>
<td>Health Care Assistant ESL Program</td>
<td>This proposal was pulled from the December 2015 EDCO meeting due to the addition of an attendance requirement.</td>
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<td><strong>Motion:</strong> Moved by Jo-Ellen Zakoor and seconded THAT Education Council approve the changes to the course and program learning outcomes language in the Health Care ESL Program.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>iv)</td>
<td>Drafting Certificate Program revisions: Architectural Technician, Civil-Structural Technical and Steel Detailing Technician</td>
<td>David Branter explained that the changes to these three programs are essentially identical in nature.</td>
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<td>Bruce McGarvie explained that the three drafting programs have been part of the VCC for decades. All the theory was revised, and the programs were redesigned so that in the final months, students will be using 3D building information modelling, which is the direction in which the industry is going.</td>
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<td><strong>Motion:</strong> Moved by David Branter and seconded THAT Education Council approve the changes to the Architectural Technician, Civil-Structural Technical and Steel Detailing Technician programs.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>v)</td>
<td>New Program: CAD Technician Citation</td>
<td>Bruce McGarvie explained that this is a new credential.</td>
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<td><strong>Motion:</strong> Moved by David Branter and seconded THAT Education Council recommend the Board of Governors approve the changes to the CAD Technician Citation.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>vi)</td>
<td>New Program: Pre-Health Sciences Certificate</td>
<td>David Branter explained that this is a new credential.</td>
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<td><strong>Motion:</strong> Moved by David Branter and seconded THAT Education Council recommend the Board of</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>Governors</td>
<td>Governors approve the Pre-Health Sciences Certificate. All in favour. <strong>Motion carried.</strong></td>
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<td>c) Appeals Oversight Committee</td>
<td>No report</td>
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<td></td>
<td>d) Program Review and Renewal Ad Hoc Committee</td>
<td>Jo-Ellen Zakoor explained that the Committee met on December 9, 2015 to review summaries of annual reports. Jo-Ellen and Todd Rowlatt met to draft Terms of Reference for the new committee, which will be sent to the ad hoc committee members for review in February.</td>
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<td>7.</td>
<td>Chair Report</td>
<td>Todd Rowlatt reported that the Board approved continued development of the Pre-Health, Fashion, and Renal Dialysis programs, and canceled the Aboriginal Culinary Arts program.</td>
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<td>8.</td>
<td>EDCO Member Report</td>
<td>No report</td>
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| 9.   | Pending Items                               | a) Deans and Directors Updates – Feb/Mar  
|      |                                             | b) Annual Planning Calendar – Feb  
|      |                                             | c) Annual Report – Feb  
|      |                                             | d) Contract Training Update - Feb                                                                                                     |
| 10.  | Next meeting                                | February 9, 2016, 3:30-5:30, Room 5025, BWY-A                                                                                           |
| 11.  | Adjournment                                 | The meeting adjourned at 5:43 p.m.                                                                                                     |

**ATTENDEES:**
- Todd Rowlatt
- Jo-Ellen Zakoor
- Kathryn McNaughton
- Elle Ting
- Debbie Sargent
- David Wells
- Charly Jadranin
- David Branter
- Jan Weiten
- Jan Theny
- Nona Coles
- Rick Cyr
- Mike Tunnah
- Taryn Thomson
- Dave McMullen
- Paul Yeung

**REGRETS:**
- Leah Nusgart
- Jan De Leebeeck

**GUESTS:**
- Nancy Nesbitt
- Marlene Kowalski
- Anita Racz
- Bruce McGarvie
- Judy Christie
- Judith Wallace
- Rita Dilek

**RECORDING SECRETARY:**
- Ella Ho

Todd Rowlatt, Chair  
VCC Education Council
<table>
<thead>
<tr>
<th>Academic Year 2016-17</th>
<th>Key Success Drivers</th>
<th>Initiatives</th>
<th>Academic Year 2017-18</th>
<th>Initiatives</th>
<th>Academic Year 2018-19</th>
<th>Initiatives</th>
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<tbody>
<tr>
<td><strong>CORE ACTIVITY # 1: TEACHING</strong></td>
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<td>Trades</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>Conduct needs assessment: Journeyman upgrading, contract training and transportation course for Aboriginal students • Implement programs that have gone through program renewal: New Culinary Arts Certificate</td>
<td>Develop and pilot new courses arising from the needs assessment • Complete transition to new Culinary Arts curriculum • Look into offering Culinary Arts through CS in the evenings/weekends</td>
<td>Revise and continue new program offerings • Expand Culinary arts through CS • Possible Quizine model at BCIT</td>
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<td>Trades</td>
<td>Enhanced instruction, instructional strategy and educational technology</td>
<td>Educational Quality</td>
<td>Develop an on-line educational technology strategy: • Expand course design using Moodle • Create an on-line course development framework • Develop a plan for Open Education Resources and e-text books</td>
<td>Transition to on-line text books • Complete the 5 hours per week for on-line work for all Trade offerings</td>
<td>Review and revise</td>
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<tr>
<td>Trades</td>
<td>Maximize campus facilities and resources</td>
<td>Educational Quality, Operational Excellence</td>
<td>Develop space utilization plan to expand international enrollment</td>
<td>Deliver afternoon programming in ACR and AST diplomas • Add one more international Baking diploma</td>
<td>Maintain offerings</td>
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<td>Access</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>Conduct needs assessment and determine viability of new programs including Associate of Arts/Science, Transfer Certificates into Faculty of Environment (SFU) and Pre-STEM Diploma and ABE Pathways</td>
<td>Develop and deliver 2nd year Arts courses required to satisfy an Associate of Arts Degree, preparatory pathways Certificates, pre-STEM qualifying courses Biology, Chemistry and Physics and Transfer Certificates into SFU</td>
<td>Develop and deliver 2nd year Science courses required to satisfy an Associate of Science Degree</td>
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<td>Access</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>Identify, promote, support articulation and transferability of courses &amp; programs in EAL Pathways for academic destinations and Occupation Specific Language requirements</td>
<td>Secure new Transfer agreements for Pathways level 8 and develop OSLT off-ramps in collaboration with professional and licensing bodies</td>
<td>Develop Moodle content for English and Math offerings (Intermediate through Advanced level)</td>
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<td>Access</td>
<td>Enhanced instruction, instructional strategy and educational technology</td>
<td>Educational Quality</td>
<td>Develop an on-line educational strategy for preparing students to enter into upgrading programming, including assessment preparation and career and study skills planning</td>
<td>Bring CCA computer training and capacity back to Broadway campus adjunct to main offerings and develop Moodle content for all English and Math Skills courses</td>
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<td>Health</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>Continue development of new programs: • Pre-Health Sciences Program • Bachelor of Applied Sciences in Dental Hygiene degree • LPN to BScN Bridging Program</td>
<td>Conduct needs assessment: • Practical Nursing Refresher program • LPN to BScN Bridging program</td>
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<td>Health</td>
<td>Renew programs that have not gone through renewal in the past 5 years</td>
<td>Educational Quality</td>
<td>Denturist program</td>
<td>Implement new Denturist program Sep 2017</td>
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<td>School</td>
<td>Goal</td>
<td>Key Success Drivers</td>
<td>Initiatives</td>
<td>Academic Year 2017-18 Initiatives</td>
<td>Academic Year 2018-19 Initiatives</td>
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| Health                         | Implement recommendations arising from program renewal               | Educational Quality | • Dental Technology  
• Health Care Assistant (regular and ESL based)  
• Certified Dental Assisting (onsite & distance) | Continue work on program renewal actions                                                   |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Health                         | Implement strategies to fulfil accreditation requirements             | Educational Quality | • BScN program  
• Certified Dental Assisting  
• Occupational/Physical Therapist Assistant | • Denturist program - apply for renewed accreditation  
• Prepare for site visit for Occupational/Physical Therapist Assistant |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Health                         | Review non-performing programs and develop plan for suspension or cancellation | Educational Quality | • Cancel HCA Upgrader  
• Cancel Access to Dental Hygiene for CDAs |                                                |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Health                         | Enhanced instruction, instructional strategy and educational technology | Educational Quality | • Enhance simulation experience for students  
• Implement an Interprofessional Education strategy | • Continue work on enhanced simulation lab  
• Build on Interprofessional Education Plan |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Music, Dance & Design          | Deliver a superior student educational experience                     | Educational Quality | Conduct needs assessment:  
• Digital Graphic Design Diploma  
• Piano Technician  
• Bank Instrument Technician |                                                |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Music, Dance & Design          | Renew programs that have not gone through renewal in the past 5 years | Educational Quality | Programs to be renewed:  
• Music Diploma  
• Music Degree  
• CAD and BIM Diploma  
• Hair Design |                                                |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Music, Dance & Design          | Implement recommendations arising from program renewal               | Educational Quality | Implement program renewal recommendations for:  
• CAD and BIM certificates  
• Legal Admin Assistant |                                                |                                                 |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Music, Dance & Design          | Seek accreditation status                                            | Educational Quality | CAD and BIM - apply for accreditation with external accrediting body |                                                | Refine Business/Entrepreneur program(s) |
|                                |                                                                      |                     |                                                                             |                                                                                               |                                  |
| Hospitality & Applied Business | Deliver a superior student educational experience                     | Educational Quality, Business Development | Major program development:  
• Develop proposal for Executive Cohort of the Hospitality Degree  
• Complete needs assessment for a Business/Entrepreneur program | • Implement and revise Executive Cohort of the Hospitality Degree  
• Plan, develop and implement Business/Entrepreneur program(s) |                                                 |
<table>
<thead>
<tr>
<th>School</th>
<th>Goal</th>
<th>Key Success Drivers</th>
<th>Initiatives</th>
<th>Academic Year 2017-18 Initiatives</th>
<th>Academic Year 2018-19 Initiatives</th>
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</thead>
<tbody>
<tr>
<td>Continuing Studies</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality, Business Development</td>
<td>Implementation of 3-Year Growth Plan:</td>
<td>• Revision and renewal of existing programs</td>
<td>• Revision and renewal of existing programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Development of new programs</td>
<td>• Development of new programs</td>
<td>• Development of new programs</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Implement Contract Training strategy</td>
<td>• Implement Contract Training strategy</td>
<td>• Implement Contract Training strategy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Development of Creative Hub - open lab/ event space to be shared by various creative programs</td>
<td>• Consolidate and promote Creative Hub</td>
<td>• Consolidate and promote Creative Hub</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Enhanced instruction, instructional strategy and educational technology</td>
<td>Educational Quality</td>
<td>Implement 3-Year Growth Plan:</td>
<td>• Development of online courses</td>
<td>• Development of online courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Training instructors in online delivery</td>
<td>• Strengthen instructor support</td>
<td>• Strengthen instructor support</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Deliver a superior services</td>
<td>Operational Excellence, Reputation Management</td>
<td>• Simplify CS online registration process</td>
<td>• Active promotion of CS online registration</td>
<td>Review and revise of CS registration processes and customer service</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Redesign of CS landing pages</td>
<td>• Further refinement of CS landing pages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review and renewal of recruitment, admission and registration practices</td>
<td>• Provision of enhanced customer service training to staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provision of customer service training to staff</td>
<td>• Remodeling of CS Registration Area into a new contemporary CS &amp;CT Welcome Centre</td>
<td></td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>• Create a framework for online course development for faculty</td>
<td>Implement and revise online delivery</td>
<td>Implement and revise online delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Increase outreach and number of students, connect with potential contracts, develop continuous intake courses</td>
<td>Follow through on partnerships identified</td>
<td>Follow through on partnerships identified</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Develop new partnerships and collaboration</td>
<td>Financial Stability, Business Development</td>
<td>• Investigate national and international partnerships</td>
<td>Roll out Learning Commons and Centre for Teaching &amp; Learning Initiative</td>
<td>Refresh and enhance Learning Commons and Centre for Teaching &amp; Learning</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>• Development of Learning Commons &amp; Centre for Teaching &amp; Learning</td>
<td>Roll out Learning Commons and Centre for Teaching &amp; Learning Initiative</td>
<td></td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Enhanced instruction, instructional strategy and educational technology</td>
<td>Educational Quality</td>
<td>• Develop an on-line educational technology strategy</td>
<td>• Develop Moodle support strategy for faculty</td>
<td>Build on on-line delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Improve CID website</td>
<td>• Improve CID website</td>
<td></td>
</tr>
<tr>
<td>Vice President Academic</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>• Identify academic structure that supports student success</td>
<td>Continue to work on the goals identified for 2016/17</td>
<td>Continue to work on the goals identified for 2016/17</td>
</tr>
<tr>
<td>School</td>
<td>Goal</td>
<td>Key Success Drivers</td>
<td>Initiatives</td>
<td>Academic Year 2017-18 Initiatives</td>
<td>Academic Year 2018-19 Initiatives</td>
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</tr>
<tr>
<td>Vice President Academic</td>
<td>Enhanced instruction, instructional strategy and educational technology</td>
<td>Educational Quality</td>
<td>• Develop an online education technology strategy</td>
<td>• Expand course design using Moodle platform</td>
<td>Refine and revise Education Technology goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Implement Open Education Resources and e-text book strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Implement plan to introduce new education technology that could be supported and resourced</td>
<td></td>
</tr>
<tr>
<td>Institution Research</td>
<td>Update/redevelop Enrolment Planning process</td>
<td>Operational Excellence</td>
<td>• Conduct needs assessment based on enrolment forecast and develop space utilization plan for all campuses</td>
<td>• Implement and refine Space Utilization Plan</td>
<td>• Implement and refine Space Utilization Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review, update and develop education policies</td>
<td>• Complete review of education policies</td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality Reputation Management</td>
<td>• Determine feasibility of new program/courses that address the needs of Aboriginal communities; Aboriginal Baking &amp; Pastry Arts, Gladue reporting writing for Professionals 12</td>
<td>Develop and pilot new programs and courses; Gladue Report Writing for Professionals &amp; Aboriginal Baking &amp; Pastry Arts in rural community; continue to explore new partnerships with IAHLA members</td>
<td>Determine feasibility of new programs/courses needs identified by the Aboriginal community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Explore new Partnerships with Indigenous Adult &amp; Higher Learning Association (IAHLA) institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Deliver a superior student educational experience</td>
<td>Educational Quality</td>
<td>Academic Schools will work with the International Education Department to support and grow the delivery and program offerings for International students</td>
<td>Strengthen and drop international program offerings</td>
<td>Strengthen and drop international program offerings</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Develop efficient systems and collaborative communication</td>
<td>Operational Excellence, Financial Stability &amp; Sustainability</td>
<td>Review and reconfigure appropriate Banner structure and leverage functionality to improve overall efficiency and effectiveness. Improve overall BI capabilities to allow for greater data driven decision making. Reduce manual processes.</td>
<td>Continue Banner project work</td>
<td>Continue Banner project work</td>
</tr>
</tbody>
</table>

**CORE ACTIVITY # 2: STUDENT SERVICES/ REGISTRAR**
### Academic Year 2016-17

<table>
<thead>
<tr>
<th>School</th>
<th>Goal</th>
<th>Key Success Drivers</th>
<th>Initiatives</th>
<th>Academic Year 2017-18 Initiatives</th>
<th>Academic Year 2018-19 Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Office</td>
<td>Identify, promote, support articulation and transferability of courses/programs</td>
<td>Operational Excellence, Reputation Management</td>
<td>Develop repository of all articulation agreements to be housed in the Registrar's Office and VP Academic Office</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Registrar's Office | Deliver superior student services                                      | Operational Excellence | • Continue to develop the "Student First" initiative  
• Ongoing cross training and reconfiguration of Downtown office space | Evaluate success of "Student First" initiative, adapt and revise if required |                                                                                                                                                            |
| Student Services | Deliver superior student services                                     | Operational Excellence | • Implement Student Life at VCC  
• Develop a plan for Career Services at VCC  
• Develop a Mental Health & Wellness Strategy  
• Develop a Student Academic Pilot system  
• Develop prospective students tracking plan  
• Develop orientation videos | Follow through on initiatives identified for 2016/17 | Revise, adapt and enhance new initiatives developed and implemented |
| Student Services | Process improvements                                                  | Operational Excellence | • Review and revise Student Services policies  
• Develop operational manuals | • Review and revise Student Services policies  
• Develop operational manuals | Revise and enhance process improvements |
| Student Services | Align with professional best practices                               | Operational Excellence | • Promote and support engagement with external specialists' organizations in every Student Services division | • Promote and support engagement with external specialists' organizations in every Student Services division | • Promote and support engagement with external specialists' organizations in every Student Services division |
| Student Services | Data collection in support of measuring and evaluating Student Services efficiency and effectiveness | Operational Excellence | • Implement the use of Clockworks in Disability Services and Counselling | Review and enhance new data collection initiatives | Evaluate success of new systems |
| Student Services | Increase Assessment Centre revenue and efficiency                     | Operational Excellence, Financial Stability & Sustainability | • Consolidate all assessment activity institutionally with the Assessment Centre  
• Seek external assessment partnerships | • Review and enhance centralised assessment activity  
• Seek and revise external assessment partnerships | Review and revise |
| Student Services | Explore shared service delivery opportunities                          | Operational Excellence, Financial Stability & Sustainability | Explore shared service deliveries strategies developed by Interpreting Services and Assessment Centre | Develop agreements and plans to implement new shared service deliverables | Review and revise shared service arrangements |
| Student Services | Enhance faculty knowledge of student conduct and disabilities issues   | Educational Quality | • Develop orientation information for faculty | Revise and enhance faculty orientation training and information | Review and revise |

### CORE ACTIVITY # 3: LIBRARY AND LEARNING CENTER
<table>
<thead>
<tr>
<th>School</th>
<th>Goal</th>
<th>Key Success Drivers</th>
<th>Initiatives</th>
<th>Academic Year 2017-18 Initivies</th>
<th>Academic Year 2018-19 Initivies</th>
</tr>
</thead>
</table>
| Library & Learning Center         | Deliver a superior student educational experience | Educational Quality | • Continue to develop Learning Commons concept and develop an implementation plan  
• Expand digital lending library  
• Continue to assess integrated service pilots | • Implement Learning Commons short and long term goals  
• Continue to assess integrated service pilots  
• Develop a plan for wireless printing | • Continue to assess integrated service pilots  
• Implement wireless printing plan |

**CORE ACTIVITY # 4: APPLIED RESEARCH**  

<table>
<thead>
<tr>
<th>Academic</th>
<th>Enhanced instruction, instructional strategy and educational technology</th>
<th>Educational Quality</th>
<th>Initiatives</th>
<th>Develop and maintain research opportunities</th>
<th>Creation of additional infrastructure e.g. research officer</th>
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NEW DGD DIPLOMA PROGRAM PROPOSAL
## CONTENTS

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**APPENDICES**

- DGD Grad Audit
- Government Support Periodicals
- Canadian Indeed Employment Trends
**PURPOSE & 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.

**SIGNIFICANT INDUSTRY CHANGES**

The purpose of the **Digital Graphic Design (DGD) Diploma** is to address industry changes for graphic design graduates. Companies are looking for multifaceted, all-in-one designers who can work both print and web with in-depth knowledge of both media. This was not the case when the original certificate program was originally designed in 2011. The rise of the iPad and similar devices in 2011 began the introduction and dependence on handheld devices and tablets in the mass market.

**MULTIPLE ENTRANCE AND EXIT POINTS**

This new program will provide students with multiple entry and exit points to allow flexibility. The diploma program will be two years in length, students will be able to exit the first year with a **Digital Graphic Design (DGD) Certificate**. Students that remain for the second year will graduate with a **Digital Graphic Design Diploma**. Applicants with prior education or experience may be eligible to apply for PLAR for entry into the second year of the program.

**APPLIED LEARNING WITH REAL WORLD EXPERIENCES**

The new program will also have a very applied approach. No other graphic design program in Western Canada offers students the opportunity to first work in a studio environment with clients which prepares them for an practicum. The second distinguishing feature of the program is that students work from one course to another rather than having many courses at once. This has been proven in our current program that in the same time line as other schools, portfolios and job skills are far superior in our program than others. And thirdly the new program greatly adds to the overall VCC community, as DGD students help other VCC students and faculties with visual and web collateral.
PURPOSE & CONTEXT

GRADUATES OF THIS PROGRAM WILL BE ABLE TO

✓ Practice efficient research, analysis, critical thinking and creative problem-solving techniques
✓ Communicate and work effectively with a wide range of clients and audiences
✓ Apply typographic skills and knowledge to create effective visual communications
✓ Design visual communication for a variety of modern media and platforms
✓ Select, plan and use a variety of applications for production of design projects
✓ Author design projects proficiently, demonstrating a high degree of creative and technical ability
✓ Effectively manage time, organize, and prioritize in order to meet deadlines
✓ Present and explain rationale for design decisions
✓ Apply the foundations of design to a variety of projects
✓ Build a professional portfolio
✓ Perform in a professional manner, by maintaining professional relationships and communicating effectively with clients, co-workers, supervisors and others
✓ Pro-actively seek current information and advance skills to keep up with changing technology
✓ Develop and implement solutions to complex problems encountered in all phases of the graphic design process

STUDENTS WILL BE PREPARED TO ENTER THE FOLLOWING JOBS

Graduates of this program may find employment in the following areas: in-house designers, design firms, advertising agencies, print houses and service bureaus, web development, public and private companies as well as freelance contracting.

Further, students will build a solid portfolio for the purpose of future competition and admission into degree granting institutes.
PURPOSE & CONTEXT

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

1 | AN INNOVATIVE COLLEGE FOR HIGHER EDUCATION, OFFERING A WIDE RANGE OF QUALITY, RELEVANT CAREER AND APPLIED/ACADEMIC PROGRAMMING

EXEMPLARY RAPID CHANGES IN BOTH TECHNOLOGY BASED AND SOFT SKILLS BASED COMPONENTS OF THE INDUSTRY.
Changes in graduate expectations from industry require students to have training and exposure to business practices in their field as well as the soft skills necessary to deal with real clients.

PROVIDE EXPERIENTIAL OPPORTUNITIES THROUGH COMMUNITY INTERACTION AND WORK PLACEMENTS.
With the development of the new diploma, we would use client-based learning as an innovative introduction to real industry practice and would be the only college in the Lower Mainland to do so, giving us a distinct edge.

ENGAGE IN PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
By providing an entrance point into the Diploma in the second year to those who have valuable work experience and establish clear and transparent equivalent standards to reflect prior student accomplishment.

2 | A STUDENT-CENTERED COLLEGE, ENGAGING OUR LEARNERS AND PROVIDING MULTIPLE, FLEXIBLE PATHWAYS TO ADVANCEMENT

OFFERING SERVICES TO OTHER STUDENTS AND FACULTIES.
A welcome byproduct that would engage DGD students as well as offering services and giving students in other programs help with their own job placement.

PROVIDE STUDENTS WITHIN A MORE AUTHENTIC AND RELEVANT EDUCATIONAL EXPERIENCE.
Curriculum additions in business practices, marketing, and social media would support our students in being competitive with other graduates.

PARTNERSHIPS TO ENHANCE MUTUAL STUDENT PATHWAYS AND ADVANCEMENT.
Work towards building a pathway into the Capilano IDEAS program. Conversation has been started with Carol Aitken at IDEAS, so that students could enter into the second year of that program.
PURPOSE & CONTEXT

3 | A COLLEGE OF ACCESS, RECOGNIZED FOR ENABLING ALL TYPES OF LEARNERS TO REACH THEIR FULL POTENTIAL

SECOND YEAR ADVANCED ENTRANCE INTO PROGRAM BY NEW ARRIVED IMMIGRANTS.
During the initial portfolio interviews with potential students and communication with hopeful candidates it has been indicated that newly arrived immigrants already practicing design in their countries are looking for formal Canadian certification for them to enter into our workforce. These potential students already have a rich foundation design background and are seeking education and retraining with our industry standards. They look to upgrade skills and practice in a design environment.

The single year program leaves these students in need of further courses, or continue to work freelance to develop a portfolio which will enable them to be prepared for the workforce (see two year program audit)

4 | AN INSTITUTION THAT INCREASES AND ENHANCES ABORIGINAL PRESENCE AND PARTICIPATION

HISTORICALLY ABORIGINAL STUDENTS ENTER THE PROGRAM WITH NO PRIOR EDUCATION IN THE FIELD OR OTHER CERTIFICATIONS.
Having a 2-year diploma option would provide very valuable potential for Aboriginal graphic designers who want to pursue careers in design and marketing with no prior education in the field or experience. The program has proven that only those with prior experience and/or education are successful in entering the workforce.

5 | A COLLEGE THAT DELIVERS QUALITY, RELEVANT EDUCATION, WITH INTEGRITY AND ACCOUNTABILITY

UPDATED AND REFRESHED THE PROGRAM WOULD PROVIDE STUDENTS WITH RELEVANT EDUCATION AND WOULD FURTHER EXTEND THE PROGRAM REPUTATION.
Currently the program is far too short to prepare students with the expanded skill set that is required for entrance to the work force.
PURPOSE & CONTEXT

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

1 | EDUCATION QUALITY

Graduates of the Diploma Program will meet the following requirements; two years of design training experience or training in multimedia design at a post-secondary college or technical institution and a well-developed portfolio to meet the criteria of the Society of Graphic Designers of Canada (GDC) and be eligible for registration.

The curriculum has been revised to address the emerging requirements of the workplace. The Diploma provides multiple entrance and exit points providing flexibility to address student needs.

2 | OPERATIONAL EXCELLENCE

The Diploma centers around the development of student problem-solving, teamwork, and leadership skills. This renewed curriculum identified important feedback from the PAC, graduates and other internal and external stakeholders and lead to the revision of this program to be current and better prepare students for a dynamic workplace.

3 | FINANCIAL STABILITY & SUSTAINABILITY

The development of the new Diploma allows for the review of program costs. New resources could be shared with Continuing Studies in order to offset costs. Program support services could potentially also be shared with other departments on the seventh floor of the downtown campus (CAD and BIM Program and CID). The studio component of the second year would charge external clients a fee for services rendered and also a reduced fee for internal clients (both students and programs).

4 | REPUTATION MANAGEMENT

The program currently enjoys a stellar reputation with industry and potential students, however feedback from PAC, DASCO, industry and alumni have demonstrated the need for an extended program to better prepare graduates for the workplace. The current certificate does not allow students to apply for registration with our governing association GDC. Finally the addition of the Diploma will enhance the already positive reputation of DGD.

5 | BUSINESS DEVELOPMENT

The studio component and the practicum will provide an opportunity to build new partnerships with businesses and community. Currently other VCC students do not have access to any support for development of visual materials (student business cards, single promo web pages, nursing student poster presentations, help with social media profiles, resume designs, etc). Long term value can come from any of these offerings.
The Digital Graphic Design [DGD] program is unique in that it seeks clients within its own community. Due to the small staff of two including the Department Leader, creating design work for VCC students and programs creates real world experiences without needing to go very far. DGD has found that other programs at VCC are eager to participate in our efforts. Below is a list of some of the initiatives DGD has taken over the last two years.

### CULINARY ARTS
**Collin Gill, Department Head**

DGD students and DH have met with Collin. DGD has produced info session posters (2014, 2015, 2016), promotional posters and infographics for the program. Collin supports all efforts made by DGD and the new program.

### HAIR AND ESTHETICS
**Lucy Griffith, Department Head**

DGD students and DGD instructors have met with Lucy, as well as many staff members on several occasions. DGD has produced info session posters (2014, 2015), and infographics for the program as well as continued projects between their students and DGD students. Lucy supports all efforts made by DGD and the new program.

### JEWELRY AND DESIGN
**Dariusz Bebel (Absent DH) / Karin Jones (Acting DH)**

DGD students and DH have met with both Dariusz and Karin, on several occasions. DGD has produced info session posters (2014, 2015), Year End Show Promotions and infographics for the program as well as continued projects between their students and DGD students. Karin supports all efforts made by DGD and the new program.

### HOSPITALITY MANAGEMENT
**Kevin Kovalycsik and Mike Tittel, Department Heads**

DGD students and DGD instructors have met with both Kevin and Mike, on several occasions. DGD has produced info session posters (2014, 2015), and infographics for the program. They both support all efforts made by DGD and the new program.

### APPLIED BUSINESS
**Helen Roberts, Department Head**

DGD students and DGD instructors have met with Helen on several occasions. DGD has produced info session posters (2015) for the program. She supports all efforts made by DGD and the new program.
PURPOSE & CONTEXT

BAKING & PASTRY ARTS
Kimberly Tada, Instructor

DGD students and DGD instructors have met with Kim to produce stationary and menu design between their students and DGD students. Kim supports all efforts made by DGD and the new program.

With the new Diploma Program, DGD would continue to support these programs, be able to extend to others, offer additional services and extend outreach to external community in Vancouver.

Selected Student Works
PROGRAM NEED

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

1 | CURRENT CERTIFICATE

Our current certificate will continue to serve those students who are using the program to add to their skill set. Although we would be upgrading the curriculum we will continue to serve this sector since there continues to be a high demand for the short nine month program.

2 | GDC CERTIFICATION REQUIRES 2-YEAR DIPLOMA MINIMUM

Commentary from www.workbc.ca: Graphic designers and illustrators are required to have a university degree or at least two years education in visual arts with specialization in graphic design, commercial art, graphic communications or cartooning. Other professional requirements may include:

- A college diploma in graphic arts or certification by the Society Of Graphic Designers of Canada
- Two years of design training
- Experience or training in multimedia design at a post-secondary college or technical institution
- A well-developed portfolio so clients and prospective employers can view the designer’s abilities

www.workbc.ca/Jobs-Careers/Explore-Careers/
Browse-Career-Profile/5241#section-statistics

3 | CLIENT BASED EXPERIENCES

The Lower Mainland currently does not offer a graphic design diploma, certificate or degree with continuous client based experiences. Other schools use pretend projects and re-designs or a centered capstone project with a singular client experience while students at VCC would be working with client experiences everyday. In industry a graphic designer does not have a job without having a client. Learning how to manage the push and pull of client expectations makes a student much more industry relevant.

Through the PAC discussion they have agreed and identified the advantage of client based learning, the idea of a studio guided mentor course before students move towards practicums.

4 | WEB AND PRINT BLENDED PRACTICES

No other program is weaving together the emerging technologies of web with the traditional practices of print. In the re-design of the program we recognize that in today’s industry they are not separate practices but rather blended practices from foundation onwards.

See appendix - Summary of program content comparison
5 | ADVANCED CERTIFICATION

Programs not only in Greater Vancouver greater area but also in Western Canada do not offer opportunities for Advanced credentials for those who wish to upgrade or add to existing skills in industry. Almost all offerings are geared towards foundation first and then working towards advanced credentials within the program.

6 | RESPONSIVE DESIGN AND PRODUCTION

Because emerging technologies are moving so quickly, most programs in this field are struggling to respond to industry needs. Although currently we are offering students an introduction to responsive design, with the development of a longer two year program we would be able to provide students with an advanced level of education for these emerging technologies.

See appendix - Summary of program content comparison

7 | GRAPHIC DESIGNER WITH MANY HATS

The job market for graphic design has traditionally been separated as print designers or web designers (pre 2010 arrival of mobile devices). Currently however, entry level designers who have college educations commonly find most of the entry work as in-house designers or freelance designers (see table of past DGD graduates). Because of the merging of print and web under one title, the current labour expectation is for designers to be intimately familiar with both. DGD would continue to prepare students with foundation skills, however the Diploma would add business practices, marketing, photography, written communication as well as advanced level technical and work experience components to answer to the changing need.
PROGRAM NEED

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

CURRENT DEMAND

The graphic design program at VCC has a history of over 30-years. The current program has a solid positive reputation proven by on-line reviews, social media positive comments, and word of mouth. The current program has always had full enrollment. With the new diploma program, the department would be further suited to provide current necessary changes as well as adding a new credential. Demand for the current certificate is strong but the diploma program allows for students to pursue advanced training without the need to complete a four year degree or a specialized program.

ALUMNI FEEDBACK

DGD considers alumni feedback to be a key indicator for the support of the Diploma. Communication with recent graduates confirms that those students who entered the program with no prior relevant experience are having challenges entering the design industry with only a certificate (see 2014 and 2015 graduate report) as compared with those graduates who entered the program with some accreditation.

JOB OUTLOOK IN BC

GRAPHIC DESIGNERS AND ILLUSTRATORS, NOC 5241

Graphic Designers knowledgeable in current technology will be most in demand. In particular, sustainable design practitioners. Sustainable design practice is relatively new, but growing quickly. There is currently a demand for consultants and designers alike in this area.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expected number of job openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>700</td>
</tr>
<tr>
<td>2017</td>
<td>700</td>
</tr>
<tr>
<td>2022</td>
<td>600</td>
</tr>
</tbody>
</table>

Cumulative number of new jobs (2012 - 2022) 6,800
% job openings from replacement 65%
% job openings from expansion 35%

https://www.workbc.ca/
CURRENT GRAPHIC DESIGN
EMPLOYMENT OVERVIEW

Registered Graphic Designers of Canada administers a survey every four years to focus on industry professionals. In 2014 of 3,331 respondents over 30% of those employed in the industry work as in-house designers (organizations where design is not a core service). This statistic aligns with the DGD graduate percentage of those students who found jobs after graduation as in-house designers. It is not unusual for a recent graduate to have either a part-time job or full-time job and work as freelancers in addition to their primary employment (54%). While others enjoy the flexibility of freelancing full time as the primary source of income (18%). Whether full time or part time it is important for graduates to learn skills at school on managing a business, marketing and written communication in addition to design and creative skills which needs a longer teaching term.

The study also indicated the new emergence of User Experience/User Interface Designers, Front-End Developer and Content Editor/Manager. This is one example of how the emerging technologies are pushing the work force to create new jobs.

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

Since employers are changing the work-flow in their studios, they are looking for graduates who are familiar with current industry job sequences. For example, the industry no longer looks for a web master they now look for front-end designers, user experience designers, and back-end designers. These are titles that did not exist two years ago.

DASCO LONG SURVEY REPORT

Dasco surveys in the long form which accommodate for graduate commentary, include many instances where students would have taken an advanced credential if it was being offered (dating back to graduates from 2012-2008. Some respondents commented:

DASCO 2013 (2012 GRADUATES)

✓ “They should have a longer course, it ran out of time. They need a practicum component as well”
✓ “Program is extremely short, not enough time to cover all graphic design topics.”

DASCO 2012 (2011 GRADUATES)

✓ “It would have been helpful to have a practicum, as it is difficult to get your foot in the door without one”
✓ “My group never had real clients...students need to be able to stay longer at computers after class”

ADDITIONAL INTAKES:
JANUARY & SEPTEMBER

There is only one college (BCIT) that offers an intake other than September in two very specific programs and none that offer Advanced credentials in January. Those potential learners have to wait for September intakes in order to advance their careers. Through program inquiries and conversations with case workers this would allow the flexibility to intake students at alternate timelines.

(See periodicals for Christy Clark initiatives in the last two months supporting this sector financially, including education initiatives. Periodical section is commented.)
COMPETITIVE ANALYSIS

8. 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?

<table>
<thead>
<tr>
<th>VANCOUVER &amp; GREATER AREA PROGRAM COMPARISON</th>
<th>TUITION (COMPARED PER HOUR), INTAKES, DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
<td>CERTIFICATION *</td>
</tr>
<tr>
<td>VCC</td>
<td>Digital Graphic Design Print &amp; Web</td>
</tr>
<tr>
<td></td>
<td>Certificate (900 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 Cohorts September</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td></td>
<td>36</td>
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<td></td>
<td>25</td>
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<tr>
<td></td>
<td>$3,980</td>
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<tr>
<td></td>
<td>$4.42</td>
</tr>
<tr>
<td>BCIT</td>
<td>Communication Design Essentials</td>
</tr>
<tr>
<td></td>
<td>Certificate (738 hrs)</td>
</tr>
<tr>
<td></td>
<td>October April</td>
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<td>24</td>
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<td>61.5</td>
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<td>12</td>
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<td></td>
<td>$10,343</td>
</tr>
<tr>
<td></td>
<td>$14.01</td>
</tr>
<tr>
<td>BCIT</td>
<td>Technical Web Designer</td>
</tr>
<tr>
<td></td>
<td>Certificate (480 hrs)</td>
</tr>
<tr>
<td></td>
<td>October April</td>
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<td>21</td>
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<td>40</td>
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<td>12</td>
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<td></td>
<td>$6,890</td>
</tr>
<tr>
<td></td>
<td>$14.35</td>
</tr>
<tr>
<td>BCIT</td>
<td>Associate Graphic Design Certificate</td>
</tr>
<tr>
<td></td>
<td>Associate Certificate (360 hrs)</td>
</tr>
<tr>
<td></td>
<td>24</td>
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<td></td>
<td>1</td>
</tr>
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<td>30</td>
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<td>$5,603</td>
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<tr>
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<td>$15.56</td>
</tr>
<tr>
<td>BCIT</td>
<td>Digital Design and Development</td>
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<tr>
<td></td>
<td>DIPLOMA (1338 hrs)</td>
</tr>
<tr>
<td></td>
<td>September</td>
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<td>24</td>
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<td>$15,160</td>
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<td>$11.33</td>
</tr>
<tr>
<td>BCIT</td>
<td>Graphic Communications Technology Management</td>
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<tr>
<td></td>
<td>DIPLOMA (1392 hrs)</td>
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<tr>
<td></td>
<td>September</td>
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<td></td>
<td>$12,466</td>
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<tr>
<td></td>
<td>$8.96</td>
</tr>
<tr>
<td>University of Fraser Valley</td>
<td>Graphic + Digital Design Diploma</td>
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<tr>
<td></td>
<td>DIPLOMA (1200 hrs)</td>
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<td></td>
<td>September (one cohort)</td>
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<td>24</td>
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<td></td>
<td>$12,300</td>
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<td></td>
<td>$10.25</td>
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<tr>
<td>Vancouver Film School (Private)</td>
<td>Digital Design Diploma</td>
</tr>
<tr>
<td></td>
<td>DIPLOMA (900 hrs)</td>
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<td>May August</td>
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<td>26</td>
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<td></td>
<td>$27,250</td>
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<tr>
<td></td>
<td>$30.28</td>
</tr>
<tr>
<td>LaSalle College (Private)</td>
<td>Graphic Design Diploma</td>
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<tr>
<td></td>
<td>DIPLOMA (915 hrs)</td>
</tr>
<tr>
<td></td>
<td>September</td>
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<td>21</td>
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<tr>
<td></td>
<td>$22,596</td>
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<tr>
<td></td>
<td>$24.70</td>
</tr>
</tbody>
</table>

*Comparison of Credentials: Hours of class provided for clear comparison. BC Certification is not consistent.
# VANCOUVER & GREATER AREA PROGRAM COMPARISON

## PROGRAM FOCUS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CERTIFICATION *</th>
<th>OFFERING</th>
<th>PROGRAM FOCUS</th>
<th>ENTRANCE PORTFOLIO</th>
<th>LADDERING</th>
<th>INTERNSHIP OR CAPSTONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCC Digital Graphic Design Print &amp; Web</td>
<td>Certificate (900 hrs)</td>
<td>Full Time</td>
<td>• Foundation in design, print and web.</td>
<td>yes</td>
<td>no</td>
<td>Many real clients throughout program.</td>
</tr>
</tbody>
</table>
• Very high in drawing and subjective concepting.  
• PRO-Joint program with EC.  
• CON-Schedule does not appeal to most students | no                  | Emily Carr Ladder 2nd Year (3 more years)                                               | no                    |
| BCIT Technical Web Designer                 | Certificate (480 hrs)    | Full Time            | • Internet and digital technology (web & video).  
• Coding and video technology driven.  
• CON-Too short to deliver promised outcomes | no                  | no                                   | no                    |
| BCIT Associate Graphic Design Certificate    | Associate Certificate (360 hrs) | Full Time & Part Time | • Fast foundation, at your own schedule.  
• CON-Very basic curriculum, technology driven. | no                  | no                                   | no                    |
| BCIT Digital Design & Development            | Diploma (1338 hrs)       | Full Time            | • Foundation in designing, developing, & creating social and online applications across various digital media platforms.  
• Technology driven curriculum.  
• PRO-One of the longest running design BCIT programs with Practicum | no                  | no                                   | Eight Week Practicum |
| BCIT Graphic Communications Technology Management | Diploma (1392 hrs)       | Full Time            | • Working with websites, marketing, & printed media.  
• Business & technology driven.  
• CON-Students feel too much emphasis on business | no                  | no                                   | no                    |
| University of Fraser Valley Graphic + Digital Design Diploma | Diploma (1200 hrs)       | Full Time            | • Visual web, print, video & illustration.  
• No client or applied, print technology based as well as analogue illustration and business.  
• PRO - Accreditation towards Degree | yes                 | May continue to Bachelor (2 more years)                                               | no                    |
| Vancouver Film School (Private) Digital Design Diploma | Diploma (900 hrs)       | Full Time            | • Graphic design foundations with a major emphasis on video production | yes                 | Bachelor Ladder UFV or BCIT (3 more years) | Capstone project with one client. |
| LaSalle College (Private) Graphic Design Diploma | Diploma (915 hrs)       | Full Time            | • Foundation graphic design, very fragmented courses due to high turn over of instructors. | no                  | no                                   | Capstone project with one client. |
COMPETITIVE ANALYSIS

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

In the process of pursuing an articulation process with Capilano University.

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

There will be a step change to the costs of the first year and also we will need to include partial/shared Program Assistant support for the program. There is currently no support staff working in the department. Efforts will be made to attain a tuition lift and have a higher tuition than the current programs has in order to offset costs as well as be competitive within the current market.

The department will require an additional Mac supported lab for the second year (Refer to the Capital Request Chart for lab options). The options being presented include an new relationship of shared resources between Continuing Studies and the Digital Graphic Design program which would be cost efficient for the college.

For the second year we would also need to prepare for additional faculty. Current staff is able to teach curriculum for both years, however we will require a web specialist faculty to teach within year two. However, the second year does not need to incur the costs of a full faculty since the studio component of the program would require a lab assistant. We are also seeking additional Department Head release hours.

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?

This program will remain as a cohort and will include to be a selective entry program, with a portfolio review and interview process.
The Diploma program would be two years in length with an option to exit after the first year. If students continue with the Diploma, it would be an additional year. Maximum allowable time for completion is four years.

We would like the first cohort to start in January 2017. This would allow faculty and facility resources to launch during a quieter time and to catch students from the previous two cohorts that are showing interest. Also decreasing realigning starts for year one would give us flexibility in the sequence of web and print which the current program sequence finds challenging. It also allows those students who exited with a Certificate to return for a Diploma if they are having challenges finding work.

Summary plan is as follows:

<table>
<thead>
<tr>
<th>YEAR</th>
<th># OF STUDENTS/COHORT</th>
<th>START DATE</th>
<th>END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>18/1</td>
<td>JAN 2017</td>
<td>SEPT 2017</td>
</tr>
<tr>
<td>1</td>
<td>36/2</td>
<td>SEPT 2017</td>
<td>MAY 2018</td>
</tr>
<tr>
<td>2</td>
<td>18/1</td>
<td>SEPT 2017</td>
<td>MAY 2018</td>
</tr>
<tr>
<td>2</td>
<td>18/1</td>
<td>JAN 2018</td>
<td>SEPT 2018</td>
</tr>
<tr>
<td>1</td>
<td>36/2</td>
<td>SEPT 2018</td>
<td>MAY 2019</td>
</tr>
<tr>
<td>2</td>
<td>18/1</td>
<td>SEPT 2018</td>
<td>MAY 2019</td>
</tr>
</tbody>
</table>
STUDENT PROFILE

14. 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?

RECENT HIGH SCHOOL GRADUATES
Currently we under serve this group. After a nine month program without any prior experience we cannot graduate work ready students. With a two-year design program we would supply students with enough theory and practical work experience to enter the workforce.

PARENTS WHO ARE RE-ENTERING THE WORKFORCE
The AM cohort gives parents the flexibility to only need child care in the morning. Upon graduation some parents are looking for the flexibility of freelance work as a life-balance decision. (Refer to the Appendix Entrance and Exit DGD chart).

STUDENTS WHO HAVE A PREVIOUS RELATED DEGREE OR DIPLOMA
Once students graduate from degree programs they are having a difficult time in applying their education to the workforce. Through the portfolio interview questionnaire and applications we have gathered evidence to prove that the current program is being used for these graduates as an advanced supplement to their education (Refer to the Appendix Entrance and Exit DGD chart).

STUDENTS WHO ARE ALREADY IN THE WORKFORCE AND ARE SELF TAUGHT AND WOULD LIKE FORMAL EDUCATION
The current technology allows candidates to teach themselves, however when applying for jobs, or once they get to a certain point they understand that they need to learn the foundation and have the certification required to move forward.

STUDENTS WHO ARE RE-TRAINING
Students who have been injured in the work force and would like to re-train in a career that is non physical labour intensive, as many students have enrolled in the program through Work Safe BC.

Students who have been involved in the traditional print industry and require retraining or updated training. These students have become unemployed because they no longer hold a relevant skill set, or they wish to move upwards in their chosen career field.

INTERNATIONAL STUDENTS WHO ARE GRAPHIC DESIGNERS IN THEIR OWN COUNTRY AND WOULD LIKE CANADIAN ACCREDITATION.
These students enter the program because they are looking to include Canadian Credentials to their experience so their native experience is seen as applicable.

INTERNATIONAL STUDENTS WHO ARE SEARCHING FOR A TWO YEAR DIPLOMA
A two year program allows them to have flexibility when applying for work visas. These students may also feel that because of their language barrier, a fast paced one year program is not what they are looking for.
RECRUITMENT STRATEGIES
The following recruitment strategies and action plans will be implemented in varying stages through 2016-2017. Action plans may be changed, updated, and even eliminated as factors that influence enrollment change, as budgets dictate, or as evaluations of specific programs or activities warrant.

1 | SPECIAL EVENTS
Despite increased digital activity, a recent survey found that the most effective marketing strategies for colleges are nevertheless events-based and involve direct interaction with potential students.

GRAD SHOW EXHIBIT
Each year the DGD graduating students hold an interactive exhibit to showcase their work, which is also quite important for the program’s presence in the industry. Many prospective students are ‘wowed’ by this exciting event and are able to speak with the graduating student from their perspective.

OPEN HOUSE - INFO SESSIONS
These types of events are informative and give prospects the idea of how the program runs and feels in the classroom setting. The tours of the college also increase strong connections.

2 | EXTERNAL ASSOCIATION LINKS
Graphic Designers of Canada

3 | SOCIAL MEDIA
Web and social media are not only crucial tools in student recruitment, they have forcibly sharpened the accuracy of college branding. We have seen a strong following on our social media outlets such as Facebook and the creative social media platform - Behance.

4 | DIRECT MARKETING
Enhance the current prospective student communication flows designed to convert prospects into inquiries by incorporating personalized messaging targeted at specific student populations (for example, high-school students, previous students and international students) using a systematic approach that includes varied communication methods (for example direct mail, e-mail, phone calls) yielding a comprehensive result. Communication methods for prospective students are designed to build and sustain student interest resulting in the movement of students from inquiries to applicants.

Types of communications to include:
✓ Fact Sheet / Post Cards
✓ DGD Info Booklet
✓ Step-by-Step Guides for high school students
✓ Infographics for Social Media
✓ Personalized e-mails
STUDENT PROFILE

15. 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?

Students who appear to be under-prepared will be referred to the VCC Learning Centre, Counseling, Disability Services and/or to Advising to determine how their needs can best be met.

16. 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?

The program will hold two seats for First Nations applicants. Those with disabilities and/or underrepresented groups are welcome in the program and will be referred to the appropriate VCC support area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

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

The program will meet all college policies and Education Council requirements and be approved by the VCC Board of Governor’s before implementation. Students will be informed of requirements for success and be encouraged to seek assistance if success is challenged. Faculty will meet area hiring criteria and be selected through an approved process. Student feedback will be sought and recommended changes considered. An annual program review will be completed and a full program renewal will occur every 5-7 years.
18. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable), progression, completion?

The current program has already been integrating these student to client relationships for the last two years. Future students in the Diploma Program will design for clients in the following sequence:

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
</table>
| DGD Student to DGD Student project  
*(eg. Student designs a logo for another student in the class)* | DGD student to Sole Proprietor |
| DGD student to another program student project  
*(eg. Student designs a business card for a Spa student)* | DGD student to Non-Profit Organization |
| DGD student to another Faculty project  
*(eg. Student designs a poster for the Jewelry Department)* | DGD student to For-profit Small Organization |

**YEAR 1 - IN-CLASS CLIENT RELATIONSHIPS**

The current program has already been integrating these student to client relationships for the last two years. We start with one DGD student working on a design project for another DGD student. Then with the co-operation of external departments (Salon & Aesthetics has been very supportive) our DGD student works with a student in another faculty. Then the experience grows to have small teams of students to work with other faculties, usually a Department Head.

**YEAR 2 - STUDIO PRACTICUM**

A small studio is opened and managed by VCC staff, very much like Hair Salon but much smaller. Clients make appointments and choose from design menu items for students to execute. Students are overseen by a Lab Assistant. Clients can pay through the bookstore. This aligns with VCC’s tradition of experiential learning and support of the downtown community.

This idea has only received positive feedback by interested stakeholders which include internal as well as external.

**YEAR 2 - WORK PRACTICUM**

Four to five week practicum overseen by DGD faculty (Standard practicum budgeting).
19. List all accreditations, affiliations or articulations for this program.

GDC [GRAPHIC DESIGNERS OF CANADA] has been Canada’s national certification body for graphic and communication designers since 1956, establishing professional standards and actively regulating professional conduct. Professional standards for the practice guide learning outcomes for design curriculum and the career path for emerging designers. But finding Canadian standards can be a challenge. The GDC, as the national professional association for Canadian design has established industry standards for professional certification. Relevant design education considers professional industry standards and includes both practical studio skills as well as theory, and faculty who are CGD™ certified and engaged in the design industry through practice, research and/or professional communities.

A GDC student membership offers a great start to a promising career. It is also a first step to becoming CGD™ certified — the highest standard of professional practice.

For design educators, CGD certification is a testament to professional knowledge and contribution. GDC’s national standards for the profession, certification of services, internship guidelines and ethics serve as benchmarks for professional practice and inform graphic design education in Canada. As Canada’s national certification body for graphic and communication designers, GDC licenses the unique CGD™ certification mark only to designers, educators and administrators whose services meet rigorous, standardized criteria. The CGD certification mark is recognized across Canada.¹

¹ www.gdc.net/education/about
QUALITY

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

1. In the process of embarking on an articulation with Capilano University into the IDEA Bachelor program.
2. DGD has a Program Advisory Committee (PAC) and communicates with its members through quarterly meetings, phone and emails.
3. The DGD faculty regularly attends the ADOBE Creativity Conference where both DGD faculty members have participated in round-table discussions with other members of industry, Adobe leaders, and educators to discuss programming and industry work trends and expectations.

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

The current faculty is very well qualified to deliver the new program, however additional specialized faculty members will be required as the curriculum is expanded.

LORENA ESPINOZA

Lorena Espinoza is an expert in the fast-changing world of web and graphic design. Graduated from Ryerson University with a Visual Communication Fashion Degree and later completed a BEd from Queens in Education Technological Studies. She has worked in Northern Ontario, with at risk kids and high skills major through Photography. She then initiated the new Digital Image Design program at Fleming College, where she held the role of Academic Program Coordinator and Instructor.

During her private career, she ran her own studio Room 101 for over 15 years, in Toronto, which specialized in fashion visual collateral including photography, print and web development. Some of her clients included Toronto Fashion Week, the Toronto Fashion Incubator, Visa and many prominent Canadian fashion designers.

ASHLEA SPITZ

Over the past two decades, Ashlea Spitz has focused on crafting effective digital design experiences and leading teams that build them. She practices, teaches and speaks about design, branding and the intersection of business and design. Ashlea attended KPU studying in the School of Business, Marketing Management and subsequently attended BCIT for Communications and New Media Design, where she graduated with distinction. For 11 years Ashlea was maintaining her own successful graphic design business Pixsoul Media Inc., which was nominated as a finalist for the ‘Successful You Award: Best Company’ in 2012. Ashlea Spitz is an Adobe Certified Instructor and is an accredited member of the Adobe Education Exchange. She is a long-standing member of the Society of Graphic Designers of Canada.
ADMISSION & DELIVERY

22. Provide admission requirements, including language proficiency levels and assessment scores.

Admission is a competitive selection based on:

- Grade 12 graduation, or equivalent
- Resume and letter of intent
- Portfolio review and interview (a means to assess the likelihood of your success in the digital graphic design program).

VCC recognizes that some applicants may not possess a detailed artistic history and portfolio. The opportunity for a career change and lifelong learning are acknowledged and seriously considered by the department. These applicants will need to submit all documentation and participate in an interview.

Applicants whose first language is other than English, who have not completed English 098/099 and are presenting foreign documents equivalent to Grade 12, must successfully complete an English Language Assessment, which includes a Canadian Language Benchmark of Listening 8, Speaking 8, Reading 7, and Writing 7 or better.

23. Identify pathways that assist in meeting these requirements.

VCC provides Adult Basic Education to allow students to complete Grade 12 graduation equivalency. During portfolio interviews DGD Faculty will provide students with advice on skills requirements.

24. Identify potential courses, if any, that could be developed to assist in meeting these requirements.

Courses currently exist at VCC to meet program admission requirements (i.e. English Language courses, CS Adobe and web courses).

25. 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 structure will be face-to-face full time with second year studio and practicum.
ADMISSION & DELIVERY

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

Yes, the program does allow for multiple entry and exit points. The following outlines this process.

YEAR ONE

✓ Entrance into year one is upon a portfolio review.
✓ Students may exit upon completion with a DGD CERTIFICATE
✓ Students may continue towards guaranteed seat in year two

YEAR TWO

✓ Student coming from year one into year two, completes year two, exits with DGD DIPLOMA
✓ Student applies into year two with PLAR, finishes year two, exits with DGD DIPLOMA.

DIPLOMA EXPERIENTIAL LEARNING

Adobe is the industry standard (and the monopoly) of design software. The main three applications designers use from Adobe are Photoshop (for images), Illustrator (for logos, illustrations and single page design) and InDesign (for multiple page design).

Designers today are expected to be familiar with these three applications as well as having basic understanding of coding, Wordpress (or CMS), marketing (including social media campaigns), and business practices (including quoting and budgeting).

Soft skills have become incredibly important these can include both written and verbal communication. With the integration of a consistent client component and final practicum, students would be able to apply all of their learning towards becoming ready for the work force.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy

PLAR will be used for entry into second year of the diploma program.
APPLICATION PROCESS YEAR 1

Grade 12 graduation, or equivalent
(Student may apply with most recent post secondary, or as a mature student.)
Résumé
(Used in order to audit what student's interests and experiences have been.)
Letter of Intent
(500 words or less, written by the student, giving reasons why they want to attend.)

ONCE ALL THREE RECEIVED A PORTFOLIO INTERVIEW IS ARRANGED

APPLICATION PROCESS YEAR 2 (advanced standing)

Grade 12 graduation, or equivalent
(Student may apply with most recent post secondary, or as a mature student.)
Résumé
(Used in order to audit what student's interests and experiences have been.)
Letter of Intent
(500 words or less, written by the student, giving reasons why they want to attend.)
PLAR Assessment
(for learning acquired through experience or nonformal education/training)

ONCE ALL FOUR RECEIVED A PORTFOLIO INTERVIEW IS ARRANGED

28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.
# YEAR ONE

## FOUNDATION SKILLS 13 WEEKS

<table>
<thead>
<tr>
<th>Intro to Design</th>
<th>History</th>
<th>Intro Typography</th>
<th>Intro Photography</th>
<th>Intro Image</th>
<th>Typography &amp; Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 01</td>
<td>week 04</td>
<td>week 06</td>
<td>week 09</td>
<td>week 11</td>
<td>week 13</td>
</tr>
<tr>
<td>week 02</td>
<td>week 05</td>
<td>week 07</td>
<td>week 10</td>
<td>week 12</td>
<td>week 14</td>
</tr>
<tr>
<td>week 03</td>
<td></td>
<td>week 08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## APPLIED WORK SKILLS 16 WEEKS

<table>
<thead>
<tr>
<th>Typography &amp; Image</th>
<th>Composition</th>
<th>Intro Print Production</th>
<th>Intro Web Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 15</td>
<td>week 18</td>
<td>week 21</td>
<td>week 26</td>
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<tr>
<td>week 16</td>
<td>week 19</td>
<td>week 22</td>
<td>week 27</td>
</tr>
<tr>
<td>week 17</td>
<td>week 20</td>
<td>week 23</td>
<td>week 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>week 24</td>
<td>week 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>week 25</td>
<td>week 30</td>
</tr>
</tbody>
</table>

## PORTFOLIO SKILLS 6 WEEKS

<table>
<thead>
<tr>
<th>Business &amp; Marketing</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 31</td>
<td>week 33</td>
</tr>
<tr>
<td>week 32</td>
<td>week 34</td>
</tr>
<tr>
<td>week 35</td>
<td>week 36</td>
</tr>
</tbody>
</table>
## YEAR TWO

### ADVANCED SKILLS 16 WEEKS

<table>
<thead>
<tr>
<th>Advanced Design</th>
<th>Web Intermediate</th>
<th>Advanced Typography</th>
<th>Web Production</th>
<th>Print Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 01</td>
<td>week 04</td>
<td>week 06</td>
<td>week 09</td>
<td>week 13</td>
</tr>
<tr>
<td>week 02</td>
<td>week 05</td>
<td>week 07</td>
<td>week 10</td>
<td>week 14</td>
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<tr>
<td>week 03</td>
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<td>week 08</td>
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<td>week 15</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>week 12</td>
<td>week 16</td>
</tr>
</tbody>
</table>

### CLIENT WORK APPLIED 17 WEEKS

<table>
<thead>
<tr>
<th>Business Practice</th>
<th>Marketing Practice</th>
<th>Client Studio 1</th>
<th>Client Studio 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 17</td>
<td>week 19</td>
<td>week 22</td>
<td>week 26</td>
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<tr>
<td>week 18</td>
<td>week 20</td>
<td>week 23</td>
<td>week 27</td>
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<tr>
<td></td>
<td>week 21</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>week 25</td>
<td>week 29</td>
</tr>
</tbody>
</table>

### WORK SKILLS 8 WEEKS

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>week 30</td>
<td>week 34</td>
</tr>
<tr>
<td>week 31</td>
<td>week 35</td>
</tr>
<tr>
<td>week 32</td>
<td>week 36</td>
</tr>
<tr>
<td>week 33</td>
<td>week 37</td>
</tr>
</tbody>
</table>
29. With whom have you consulted internally regarding this proposal? What were the results of these consultations?

**DEAN WEBBER**  
Previous Dean of DGD

Dean Webber and DH DGD have had many conversations and planning about the two year program since the beginning of 2013. Webber was instrumental in preparing CD proposals for funding for the second year in 2013 and 2014. Webber was present during PAC meetings and witnessed strong support from PAC for the second year, the studio component and the practicum component of the program.

**DEAN SARGENT**  
Current Dean of DGD

Discussions were initially began as Dean Sargent took over for Dean Webber and reviewed the status of the CD proposal. Sargent has been extremely supportive of the Diploma. DH and DGD have discussed rough costing analysis for the practicum component, faculty costing for the year as well as capital expenses. We have had a round table discussion with Advising and Admissions on better retention of applicants for the program.

**KAREN BELFER**  
Previous Dean of CID

Karen and DH DGD had many conversations about the second year Diploma. She had strong suggestions on how to include the client component into the program and met with students during that year for the pilot relationship between students and CID.

**SUSIE FINDLAY**  
Previous Dean of CID

Susie and DH DGD held many meetings between January 2014 and her exit as Dean in summer of 2015. She was instrumental in helping DGD organize and retrieve data from the conceptual PAC meeting in February of 2014 which supported and encouraged the Diploma extension to the program.

**GARTH MANNING**  
CID Associate

Garth was on the team with Suzie and DH in preparing for the conceptual PAC meeting to present the Diploma elements. While on the team he aided in the development of the guided discussion for the brainstorming activities from PAC to confirm the development of second year, in particular the studio and practicum component.

**KATE CHANDLER**  
Previous Marketing Director

Both DGD members met with Kate Chandler (March 2014) as an initial meeting of how DGD and Marketing could offer VCC community design collateral. Marketing and DGD agreed on what collaterals could be designed for VCC and those that could not keeping in adherence with union regulations of staffing in the Marketing Department (CUPE).
Various conversations through the last two years. Kristy and DGD have talked about how Marketing feels about the program in regards to how students would design collateral for the school. The challenge for the two departments has been the perceived consequence that the students would take away work from the Marketing Department. DGD and Marketing have drawn boundaries around what materials the program can produce internally particularly addressing collateral for programs. Last formal conversation occurred over the summer July 2015.

Then new DH had conversations with Tene Barber and discussed initial concept for DGD Diploma Program, DH and Tene later discussed the opportunities that could exist between the two departments for the sharing of facilities, in particular with the Fashion Program. A continuation of this conversation is schedules between DGD and CS in February to further discuss sharing of resources.

Conversations with Elmer, Denis and Brett around software, hardware and server support for a proposed Diploma. Last meeting January 8, 2016.

She has attended various info sessions for the program and has witnessed interest from potential students into the program. Last formal conversation January 19, 2016.

DGD has built a procedure with the bookstore for students to pay for items purchased from DGD into an income account. We continue to build relationships with the bookstore, we are currently working on a promotional item for VCC Bookstore. The bookstore supports DGD and would be part of the income loop for the second year Diploma. Last formal conversation was January 14, 2016.

A very casual conversation with staff including Cathy Snyder, support the idea, questions about practicum needing special visa paperwork, overall support for the program, waiting for Tina Chou to return from overseas for a formal appointment.

DGD also has support from various other programs that DGD has produced design projects (also see question #4).
ADMISSION & DELIVERY

30. With whom have you consulted externally regarding this proposal? What were the results of these consultations?

DAVID THOMAS MANZI
Senior Designer, Coffee Stain Designs

David is a top leading designer in industry and has worked designing collateral for Lululemon, Mount Seymour, Nike, Blackberry, Nintendo, Levi’s, Anthem Properties, David Foster, Opus Hotels, Kopali Organics, Greenpeace, David Suzuki Foundation, Sierra Club, Amnesty International and many more. As a designer working in a constant changing industry, he sees what a graphic designer needs to enter the design industry. He sees now candidates need a wider and stronger skill set, web being an integral part of that set. He has also hired Bachelor Lower Mainland graduates and finds them to be good at explaining design theory but not very good at applying it. Smaller budgets in studios are looking for graduates who are thinkers, problem solvers and good communicators. He supports the program and is looking forward to joining PAC.

LYNN CURRELLEY

DGD instructors met Lynn during an Adobe workshop (Vancouver, October 23, 2014). She was then Lead Education Specialist. When instructors discussed changes in curriculum from silo curriculum (software program driven single courses, ie: Photoshop Course) to a layered technology curriculum (teaching many programs at same time with different roles) she was very excited since it reflected the way in which Adobe was structuring software since moving to the cloud.

LANCE CUMMINGS
Senior Interactive Designer, Glance.

Lance specializes in crafting immersive, interactive and responsive websites that deliver across the wide range of devices and screen sizes. As the Senior Interactive Designer for Cowie and Fox between 2004 and 2013, Lance led the team on projects for HSBC, Lululemon, Avalon Dairy, Bootlegger, BC Dairy Foundation, Taste of Nature, 1-800-GOT-JUNK, Westbeach, Cactus Club Cafe, White Water West, Boughton Law, Anthem Properties and many more. Lance views the curriculum changes from a web perspective. He has seen in his experience how today’s designers need to apply traditional skills to the web much earlier in their education. His opinion is that designers need to think about web and print as simultaneous options, and design is not web driven first and print second. He supports the program and is looking forward to joining PAC.

DAVID SHEA
VP of User Experience, Mobify.

Dave leads a team of user interface and experience designers who create Mobify’s industry-leading products and services. The creator and cultivator of the highly influential CSS Zen Garden and co-author of The Zen of CSS Design, Dave is also a frequent speaker around the world, having presented at conferences in more than a dozen countries. David created and leads a Style and Class Meet-Up in Vancouver. DH has met with David after these
Meet-Ups and has discussed what companies are looking for when hiring new designers. David comments that it is important for students to understand the user experience and how today that leads design. It’s design for audience. Students who understand that from a ground level are much more successful when looking for work and linking that theory to their portfolio work. He supports the program and is looking forward to joining PAC.

PAUL MULGREW
VP of Marketing, Pacific Western Brewery

In 2014-2015 DGD formulated a strategic association with Pacific Western Brewery to apply existing brand product lines in a redesign case study and interactive brand design lab for the DGD students. The partnership has proven to be quite successful as the students were able to articulate realistic working guidelines in the industry. Mulgrew has been very supportive of this project, resulting in a scholarship to the graduating students of 2015. Mulgrew has indicated that developing these partnerships aids their company in supporting community initiatives, supports the arts to help grow a better future for rising graphic designers.

ALUMNI

DGD also has strong ties with its Alumni. DH has communicated with many alumni (we are more than happy to provide a list with dates and emails). The consensus is that; had students had the opportunity to continue with a second year at VCC they would have done so. They felt that by the time they had time to process the learning, as they were really ready to apply the knowledge the program was over. Many feel that the program needed to supply them with business, marketing, written communication and more client applied experiences; as well as advanced level theory and practice. This aligns with the Dasco survey from 2009-2012 as well as verbal communication with alumni from 2013-2015.
Updated program content has been slowly revised and integrated into the current certificate program. However, these revisions are not reflected in the current program content guide and course outlines. Therefore, there is no need to phase in/out the new/old curriculum.

As current students and recent graduates would like to pursue the new diploma it is desirable to launch the new second year of the diploma program in January 2017.

Currently delivering updated curriculum:

- Apply appropriate and effective business practices when dealing with clients
- Originate visual communications through the application of design theories and principles to develop effective design solutions;
- Use a variety of advanced technologies to capture and manipulate design elements in producing a final product
### 2013/2014 GRADS

- **44%** (13) Changing Career or Just Graduated High School
- **55%** (16) Previous Post Secondary or Related Experience
- **20%** (6) Continued Their Education After Graduation
- **17%** (5) Not Working in Related Industry

### 2014/15 GRADUATES

- **36%** (11) Changing Career or Just Graduated High School
- **64%** (19) Previous Post Secondary or Related Experience
- **13%** (4) Became Part Time Graphic Designer
- **0%** (0) Continued their Education After Graduation
- **20%** (6) Not Working in Related Industry

---

*This number is interesting to note for two reasons:

1. This audit is one year less than the previous audit grads. Grads try many things including; still working in other industries and add freelance to enhance portfolio or freelancing full time for at least a full year before they decide to go back to school.

2. This can be seen as an opportunity as catching these students in a January intake

3. A large percentage of this year’s students had previous secondary education or industry experience and used the program to compliment their skills.*
### 2013/2014 CLASS

<table>
<thead>
<tr>
<th>TOTAL STUDENTS INDUSTRY STANDING AFTER DGD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure is 19 months after Graduation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29 GRADS</th>
<th>02 Agency Graphic Designers (Junior and Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working for a business who creates graphic</td>
</tr>
<tr>
<td></td>
<td>design as a service to other companies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30% (8)</th>
<th>08 In-House Designers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Became</td>
<td>A graphic designer who executes one company</td>
</tr>
<tr>
<td>In-House</td>
<td>design, may work as a single designer or part</td>
</tr>
<tr>
<td>Designers</td>
<td>of a team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15% (4)</th>
<th>04 Freelance Full Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Became</td>
<td>A graphic design who works independently, finds</td>
</tr>
<tr>
<td>Full</td>
<td>their own clients, designs as their sole income</td>
</tr>
<tr>
<td>Time</td>
<td>and are building their portfolio</td>
</tr>
<tr>
<td>Freelance</td>
<td></td>
</tr>
<tr>
<td>Designers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48% (14)</th>
<th>02 Freelance Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>A graphic design who works independently, finds</td>
</tr>
<tr>
<td>Time</td>
<td>their own clients, designs as supplement income, and</td>
</tr>
<tr>
<td>Graphic</td>
<td>are building their portfolio</td>
</tr>
<tr>
<td>Designers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10% (3)</th>
<th>01 Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part</td>
<td>Graphic designers who work for a company,</td>
</tr>
<tr>
<td>Time</td>
<td>not getting paid the industry rate because they</td>
</tr>
<tr>
<td>Graphic</td>
<td>are gaining experience from the company and are</td>
</tr>
<tr>
<td>Designers</td>
<td>are building their portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20% (6)</th>
<th>06 Continued Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued</td>
<td>Graduated from DGD and continued their studies,</td>
</tr>
<tr>
<td>Their</td>
<td>assume it was a related industry unless specified.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>After</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17% (5)</th>
<th>05 Not working in related industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not</td>
<td>Graduates either could not find work in the</td>
</tr>
<tr>
<td>Working</td>
<td>design industry, or are working in a different</td>
</tr>
<tr>
<td>in</td>
<td>industry.</td>
</tr>
<tr>
<td>Related</td>
<td></td>
</tr>
<tr>
<td>Industry</td>
<td></td>
</tr>
</tbody>
</table>
DIGITAL GRAPHIC DESIGN
2013/2014 CLASS

29 INCOMING STUDENTS

44 % Changing Career or High School

55 % Previous Post Secondary or Related Experience

13 > STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

11 Changing Career (out of high school for 3 yrs or over)
02 Recent High School Grad (out of high school two years or less)

16 > STUDENTS HOLDING PREVIOUS POST SECONDARY EDUCATION OR RELATED EXPERIENCE

04 Certificate (Film, IT, Photo, Writing)
04 Diploma (Animation, Economics, Graphic Design, Marketing)
06 Degree (Animation, Economics, Gen. Arts, Illustration, Languages, Psychology)
02 Working FT Freelances (Illustration, Graphic Design, Self taught over 5 years, makes a living as a freelancer)

13 GRADS (ENTER WITH NO PREVIOUS EXPERIENCE)

30 % Graphic Design Full Income

23 % Part Time Graphic Designers

7 % Continued Their Education After Graduation

38 % Not Working in Related Industry

11 > STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

CHANGING CAREER

02 Freelance Full Time
02 InHouse Designer Full Time
02 Freelance Part Time
01 Intern (Partial Income)
04 Not working in related industry

2 > RECENT HIGH SCHOOL GRADS

01 Continued Study
01 Not working in related industry
**Digital Graphic Design**

*2013/2014 Class - 29 Graduates*

<table>
<thead>
<tr>
<th>Number</th>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16</strong></td>
<td><strong>16 Grads</strong></td>
<td>Enter Program with Post Secondary Education or Freelancing</td>
</tr>
<tr>
<td><strong>38 %</strong></td>
<td></td>
<td>Students with Related Post Secondary Education</td>
</tr>
</tbody>
</table>
| | 9 | 03 In-House Designer Animation Degree (Seattle)  
| | | Graphic Design Diploma (Art Institute)  
| | | Creative Writing Certificate (Simon Fraser)  
| | 01 Junior Graphic Designer Film Certificate (Capilano)  
| | 02 Freelance FT Marketing Diploma (BCIT)  
| | | Photo Certificate (Langara)  
| | 03 Continued Study Animation Diploma (Art Institute)  
| | | Illustration Degree (Emily Carr)  
| | | IT Certificate (BCIT)  
| **36 %** | (11) | Became Full Time Graphic Designers |
| **0 %** | | Became Part Time Graphic Designers |
| **0 %** | | Not Working in Related Industry |
| **31 %** | (5) | Continued Their Education After Graduation |
| **5** | | Non-Related Post Secondary Education |
| 03 In-House Designer | General Arts (Capilano) |
| | Economics & Sociology Degree (University of Toronto) |
| | Psychology Degree (St. Francis Xavier) |
| 01 Freelance FT | Languages Degree (UBC) |
| 01 Continued Study | Economics Diploma (Kwatlen) |
| **2** | | Previous Freelancing Experience |
| 01 Continued Study | Illustration Freelancer |
| 01 Senior Graphic Designer | Self-Taught Graphic Designer |

**Students After DGD by Category with Past Education or Experience**

<table>
<thead>
<tr>
<th>Number</th>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Senior Graphic Designer</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>In-House Designer</td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Junior Graphic Designer</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Freelance FT</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Continued Study</td>
<td></td>
</tr>
</tbody>
</table>
## DIGITAL GRAPHIC DESIGN

### 2014/2015 CLASS

<table>
<thead>
<tr>
<th>Total Graduates</th>
<th>Industry Standing After DGD</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>(Measure is 10 months after Graduation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>(Number)</th>
<th>Description</th>
</tr>
</thead>
</table>
| 40%    | 12       | Agency Graphic Designers (Junior and Senior)  
Working for a business who creates graphic design as a service to other companies (may work web or print) |
| 13%    | 3        | In-House Designers  
A graphic designer who executes one company design, may work as a single designer or part of a team |
| 10%    | 4        | Freelance Full Time  
A graphic design who works independently, finds their own clients, and designs as their sole income |
| 66%    | 20       | Freelance Part Time  
A graphic design who works independently, finds their own clients, designs as supplement income, and are building their portfolio |
| 0%     |          | Intern (PT)  
Graphic designers who work for a company, not getting paid the industry rate because they are gaining experience from the company and are building their portfolio |
| 13%    | 4        | Junior Web Designer  
Joined a Design Agency as a Junior Web Designer (differentiated since these designers work only in web) |
| 0%     |          | Print Operator  
Works for a print company doing technical work. |
| 6%     |          | Not working in related industry  
Graduates either could not find work in the design industry, or are working in a different industry. |

* This number is interesting to note for two reasons:

1. This audit is one year less than the previous audit grads. Grads try many things including; still working in other industries and add freelance to enhance portfolio or freelancing full time for at least a full year before they decide to go back to school.
2. A large percentage of this year's students had previous secondary education or industry experience and used the program to compliment their skills.
DIGITAL GRAPHIC DESIGN
2014/2015 CLASS

30 GRADUATES

36 % (11)
Changing Career or Just Graduated High School

64 % (19)
Previous Post Secondary or Related Experience

INCOMING STUDENTS

STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

07 Changing Career (out of high school for 3 yrs or over)
04 Recent High School Grad (out of high school two years or less)

STUDENTS HOLDING PREVIOUS POST SECONDARY EDUCATION OR RELATED EXPERIENCE

04 Certificate (Animation, Marketing, 2 Photography)
03 Diploma (Marketing, 2 Photography)
10 Degree (Advertising, Architecture, Film, Gen. Arts, Fine Arts, Marketing, Languages, Physical Sciences)
01 Working FT Freelances (Photographer. Self taught over 5 years, makes a living as a freelancer)

11 GRADS

(ENTER WITH NO PREVIOUS EXPERIENCE)

64 % (7)
Changing Career

36 % (4)
Recent High School Grads

45 % (5)
Full Time Employment

38 % (3)
Part Time Employment

27 % (3)
Not working in related industry

GRADUATING STUDENTS

STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

CHANGING CAREER

02 In-House Designer (FT)
01 Print Operator (FT)
01 Freelance Part Time (PT)
01 Intern (PT)
02 Not working in related industry

RECENT HIGH SCHOOL GRADS

01 Freelance Full Time (FT)
01 In-House Designer (FT)
01 Freelance Part Time (PT)
01 Not working in related industry
The British Columbia government announced a $100 million technology innovation venture capital fund today to help fuel growth among tech companies in the province.

“We have to find ways to ensure there are more success stories in tech,” Premier Christy Clark told an audience gathered at Vancouver’s Mobify headquarters for the funding announcement.

Clark said the $100 million fund will help companies grow and expand.

“This should be a tech hub for the world, for talent to come to and for money to come,” Clark said of the province.

Clark said with jobs in the tech sector paying on average 60 per cent above the industrial average, growth in the sector will provide good-paying jobs.

The announcement, designed to bolster venture capital funding for companies making that step from startup to growth, was welcomed by tech sector leaders in the province.

“It closes the funding gap,” said Paris Gaudet, executive director of Innovation Island, a Vancouver Island tech association. “Access to capital is the lifeblood of any tech company.

“...This funding demonstrates a strong commitment to the tech sector.”

Bill Tam, president and CEO of the BC Technology Industry Association said the funding will help companies stay and grow in BC.

“It is such a super exciting day for us... I think this announcement is very much about job creation and investing in the economic growth we see for the tech sector going forward,” he said.

Igor Faletski, co-founder and chief executive of Mobify, a mobile commerce company in Vancouver, said he never imagined “the company we started in my mom’s basement would grow into a global e-commerce leader.”

What made the difference, he said, was support from government and businesses in BC. He said if BC companies are to go head to head with well-funded global competitors, “venture capital is a crucial step.”

Faletski said had such funding had been more broadly available five years ago, there would be more tech companies in BC today.
British Columbia Premier Christy Clark has unveiled the first part of her strategy to boost the province’s high tech sector, announcing the creation Tuesday of the $100-million BC Tech Fund earmarked for investing in startup companies.

“B.C.’s technology sector is consistently growing faster than the overall economy making this the perfect time to catch the wave and help smaller companies join in the ranks of economy builders,” Ms. Clark said at a press conference held at the headquarters of Mobify, a startup located in the Yaletown area of downtown Vancouver.

The announcement of the fund, revealed by the Globe and Mail on Monday, is the first plank of the Clark government’s innovation strategy, which comes following a multi-year push to expand more conventional, old-economy industries including natural gas and shipbuilding.

While the government has focused on building out a liquefied natural gas industry, the province’s at-times overlooked tech industry has flourished in recent years and now employs more than 86,000 people, more than B.C.’s forestry, mining and oil and gas sectors, combined. The tech sector is growing at a faster pace than the overall economy and added $13.9-billion to its gross domestic product in 2013, with tech jobs paying 60 per cent more than the province’s industrial average. The province is home to some of Canada’s most successful startups, including Hootsuite Media, Builddirect.com Technologies and BroadbandTV. Several other local companies, including Recon Instruments and Plentyoffish.com, have also sold to major international firms in the past year.

The remainder of the government’s innovation plan will be unveiled next month and will include actions to bring “the highest quality talent” to the province and “to make it easier to access new markets,” the government said in a release.

Under B.C.’s new venture capital plan, the government will select a private sector fund manager to administer its pool of capital. Sources told the Globe the manager hired by government will act as a “fund-of-funds,” which would direct the money to venture funds that invest directly in startup companies. Although the government’s tech strategy is being led by the ministry of technology, innovation and citizen’s services, the money will come from the international trade department budget.
This marks the province's return to venture financing. It last committed $90-million to the B.C. Renaissance Capital Fund in 2008. That fund was overseen by the government's investment capital branch rather than a third party.

In addition to the venture fund, the government said it will increase the number of B.C. technology companies that can claim tax credits available for firms engaging in digital animation, visual effects, or interactive digital media. The government also reiterated its support for $33-million in annual tax credits through its small business venture capital legislation.

While the startup sector welcomed the funding news, observers are keenly hoping the rest of the B.C. plan will address other chronic issues facing the tech sector, including a shortage of programmers and immigration challenges faced by surging tech companies that have held up their efforts to recruit skilled foreign senior executives into their companies.
PREMIER CHRISTY CLARK ANNOUNCES FUNDING TO SUPPORT HOME-GROWN TECH TALENT

OFFICE OF THE PREMIER
Tuesday, April 28, 2015 10:30 AM

KELOUNA - Targeted funding of $250,000 was announced today by Premier Christy Clark to help students at five public post-secondary institutions in Kelowna, Victoria and Vancouver develop coding-related skills for occupations that are in demand by the tech sector.

"British Columbia is home to a growing tech sector that generates about $23 billion in annual revenue and employs around 84,000 people," said Premier Clark, who made the announcement at Hyper Hippo Games in Kelowna. "Aligning coding skills needed by local tech businesses with post-secondary courses will keep this sector growing, and create more career paths for students who want to stay in B.C."

Coding is what makes it possible for people to create computer software, apps and websites.

Five public post-secondary institutions will each receive targeted one-time funding of $50,000 to pilot short-term coding training tailored to meet local industry needs and job openings. The five institutions are: British Columbia Institute of Technology, Okanagan College, Simon Fraser University, the University of British Columbia and the University of Victoria.

"The tech sector told us of their talent shortage - and our government has listened," said Advanced Education Minister Andrew Wilkinson. "This pilot will use post-secondary training funds to support job creation and growth as we grow our diverse, modern economy."

"Technology has been the second-fastest private-sector job creator over the past decade," said Amrik Virk, Minister of Technology, Innovation and Citizens' Services. "What better way to continue on building that strength than by focusing on B.C.'s youth, the future and the backbone to this industry?"

The pilot project supports B.C.'s Skills for Jobs Blueprint which was launched in April 2014 as it aligns funding for post-secondary education and training with in-demand occupations.
The tech sector has sent a loud and clear message that there are job opportunities locally, nationally and internationally," said Okanagan College president Jim Hamilton. "With the right training, hands-on experience, and industry contacts, thriving careers are easily within grasp for students from Okanagan College."

"Succeeding in our industry is very, very hard. Our international success is completely because of the super-awesome Kelowna team," said Hyper Hippo Games CEO Lance Priebe. "We see the opportunity to make Kelowna the leader in digital entertainment. As a growing tech company, Hyper Hippo is thrilled to see this help today in growing talent in our own backyard."

To ensure a strong match with job openings in local industry, public post-secondary institutions are being asked to work closely with the British Columbia Innovation Council and its Acceleration Network to determine the focus of the coding-related courses.

"We have seen growth and demand for local talent," said Accelerate Okanagan CEO Pilar Portela. "Partnerships with post-secondary institutions such as Okanagan College are important because connecting industry needs with what is being taught in the classroom helps develop local, high-skilled, high-tech talent."

The BC Innovation Council supports new start-ups and entrepreneurs. The BC Venture Acceleration Program helps early stage technology entrepreneurs in British Columbia to commercialize their innovation.

A labour-market outlook study released on March 12, 2015, by the Information and Communications Technology Council projected an estimated demand of more than 182,000 new people to fill jobs across Canada.

Computer programmers and Interactive Media Developers are among the top 60 occupations in the British Columbia 2022 Labour Market Outlook.
B.C. TO ADD COMPUTER CODING TO SCHOOL CURRICULUM

SEAN SILCOFF
The Globe and Mail
Published Sunday, Jan. 17, 2016 10:30PM EST

The B.C. government unveiled plans Monday to introduce computer coding in its school curriculum, addressing a chronic skills shortage in one of the few areas of the Canadian economy that is doing well – technology.

"Every kindergarten to grade 12 student will have...the opportunity to learn the basics of coding," Premier Christy Clark said at the opening of a two-day provincial government-backed summit on technology in Vancouver.

Ms. Clark announced the change, first revealed Sunday by The Globe and Mail, as part of a broader strategy to deliver more support to the province's tech sector. It's a shift for a government whose economic agenda has largely focused on natural resources, though B.C.'s flourishing tech sector employs 86,000 people – more than forestry, mining and oil and gas combined. The government unveiled the first piece of the strategy last month, creating a $100-million venture fund to finance startups.

Canadian political leaders have increasingly championed the digital economy after largely overlooking the sector in recent years. With oil and other commodities trading at multiyear lows, the economy teetering and a new class of startups gaining traction and disrupting traditional industries, Canadian politicians are hearing they need new, effective approaches to foster innovation and support tech startups.

A group of successful Canadian tech entrepreneurs, for example, recently warned Ottawa that a Liberal election pledge to fully tax stock-option gains above $100,000 would stunt their ability to attract talent.

Meanwhile, a chronic skills and talent shortage is expected to worsen, with Canada forecast to be short more than 180,000 information, communications and technology workers by 2019, according to one recent report.

"Computer science skills ... are increasingly critical as technology is where all future job growth lies," said Jeff Booth, CEO of Vancouver's BuildDirect Technologies Inc., a web platform for ordering construction materials with 330 employees. "There is already a war for
talent in technology that has companies like ours searching the world for the best engineers.

... It's very possible that computer coding and other technology skills may become as critical as reading and writing.

Last week, during a visit to Google's new Canadian operation in Waterloo, Ont., Prime Minister Justin Trudeau acknowledged, "We need to do a lot better job of getting young people to understand what coding is and how it's important."

The new B.C. coding curriculum will be introduced across all grades over the next three years, featuring new standards in mathematics and sciences and a new and redesigned "applied design, skills and technologies" (ADST) component to improve students' abilities to solve problems and think creatively.

The way students are taught will change starting in kindergarten, through “exploratory and purposeful play” that stimulates an aptitude for ADST. As they age, B.C. students will learn about computational thinking and learn the various aspects of programming. By the end of Grade 9, the government "students will also be able to experience basic coding," a government source said.

Ms. Clark said it’s her goal to ensure coding education "doesn’t just become an opportunity for every child to take part in, but to ultimately make it mandatory for every child from kindergarten to grade 12 to learn about coding and how it works.

Students in middle grades will learn how to code, debug algorithms and use various coding techniques, including visual programming, while high-school students will have the opportunity to specialize in particular areas of technology.

B.C. follows Nova Scotia, which announced last October it will introduce coding to the curriculum this fall. Coding was also recently added to school curriculum in Britain and is coming in Australia.

While most Canadian provinces offer some computer-science classes and technology in classrooms, the net result is a patchwork, bolstered by outside initiatives aimed at addressing the coding deficiency in schools, such as Google-backed program Codemakers, which seeks to expose 100,000 Canadian children to programming.

Members of the Canadian tech community praised the coming B.C. initiative. "Providing a science, technology, engineering and math curriculum early in a child's education is fundamental in advancing Canada's innovation agenda," said John Ruffolo, CEO of OMERS Ventures, a leading Canadian venture-capital fund. "Hopefully, the rest of Canada will follow [B.C.'s] lead."

Canadian tech entrepreneur and investor Jevon MacDonald said, "It's amazing to see different provinces taking the initiative to include computer programming in our public-
school curriculum," and called on provinces to jointly develop national coding education standards. “This would mean that no Canadian child would miss out.”

Tobi Lutke, chief executive officer of Ottawa-based Shopify Inc., one of Canada’s most successful startups, said it’s essential to vanquish “one of the greatest generational divides in history” by encouraging widespread computer literacy. “To the initiated, computers can solve nearly any workflow problem,” he said. “There is a reason why almost all entrepreneurs are ‘techies’ these days – they are the only ones that can teach computers new things. It’s an unfair advantage and entirely unnecessary. Computer programming is not hard and it is a whole lot of fun.

“Essentially every company in the world is either turning into a software company or is in the process of dying because of a software company,” Mr. Lutke added. “In this great reshuffling of the business world, we need Canada to end up with a good share of the newly created and scaled companies. There is tremendous upside for Canada in making computer literacy part of the core curriculum. ... Whoever figures out how to teach computer literacy first will have by far the most prepared workforce. It’s hard to overestimate the potential of that.”

The B.C. government announced other initiatives to support the tech sector, including making it easier for tech firms to sell to government.
CHRISTY CLARK REVEALS DETAILS OF #BCTECH STRATEGY AT THE INAUGURAL B.C. TECH SUMMIT
by Amanda Siebert on January 18th, 2016 at 2:20 PM

Premier Christy Clark was in attendance at the inaugural B.C. Tech Summit earlier today to reveal details of the provincial government's new #BCTech Strategy.

More than 2,800 tech-sector workers, business leaders, investors, academics, and students from around British Columbia and the world are participating in the summit, which is being held on Monday and Tuesday (January 18 and 19) at the Vancouver Convention Centre.

Clark opened the summit by discussing details of the multiyear strategy, which will focus on three key components: providing access to capital for entrepreneurs and emerging businesses, developing local talent by including more tech-based information—such as coding—in K-12 and postsecondary curricula, and ensuring increased market access.

Clark said the strategy comes as a result of extensive consultations with the tech sector.

"The things that we don't have enough of, you've said, are money: access to investments and venture capital; talent, we need to deepen the local talent pool; and new markets, access to new customers for emerging products," Clark said.

Announced in December, the B.C. Tech Fund will give entrepreneurs and start-up companies increased opportunities for capital funding. The province's $100-million investment will address the early stage funding gap recognized through consultation.

Clark added that the province would also increase the number of companies that can claim tech-related tax credits such as the Digital Animation or Visual Effects (DAVE) credit and the Interactive Digital Media Tax Credit (IDMTC).

Starting in September, school curricula will be adapted to give B.C.’s 600,000 students the skills needed for careers in the tech sector. Coding academies, greater access to work-experience electives, and dual-credit partnerships are all part of these adaptations.

Although these initiatives would focus on increasing local talent, Clark also said that streamlining pathways for companies that require employees from outside of B.C. is an important aspect of the strategy's talent component.
Technology has recovered well since 2012 (most industries did not do well year/year) with sustained total added jobs year/year. Last year 2015 saw +15% job postings with 22,825 jobs.

"Graphic Designer" (a sub category of technologies) is the top job title posted for four years running showing consistent demand in the technology industry.

"Graphic Designer" and "Graphic Design" remain the top four options for those looking for jobs in the technology sector, showing the demand for the sector.

Vancouver and the Vancouver Area is becoming more prominent as a place to seek "graphic design" job talent.
Graduating Class 2011-2012 would be looking at this market 4 months after grad.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Job Postings</th>
<th>Change vs. Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Month</td>
</tr>
<tr>
<td>Accounting</td>
<td>9,040</td>
<td>-16%</td>
</tr>
<tr>
<td>Construction</td>
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<tr>
<td>Human Resources</td>
<td>3,880</td>
<td>-11%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>17,609</td>
<td>-13%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>13,241</td>
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<tr>
<td>Media</td>
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<td>Real Estate</td>
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<tr>
<td>Retail</td>
<td>23,882</td>
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</tr>
<tr>
<td>Transportation</td>
<td>9,201</td>
<td>-6%</td>
</tr>
</tbody>
</table>

*Statistical approximations are used to compute these results.*

**Top Job Titles**

- Graphic Designer: 21,572
- Software Developer: 13,623
- Business Analyst: 11,053
- Electrical Engineer: 8,701

**Top Keyword Searches**

- graphic designer: 19,723
- business analyst: 15,666
- graphic design: 14,715
- electrical engineer: 14,281

**Top Locations**

- Toronto, ON: 231,657
- Calgary, AB: 87,370
- Montréal, QC: 70,439
- Mississauga, ON: 60,759
- Ottawa, ON: 52,998
- Vancouver, BC: 49,427

Information Technology job postings have decreased 13% since December 2011.

Clicks on Information Technology jobs have increased 53% since December 2011.
Graduating Class 2012-2013 would be looking at this market 4 months after grad.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Job Postings</th>
<th>Change vs. Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Month</td>
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<tr>
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<td>14%</td>
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Statistical approximations are used to compute these results.

**Top Job Titles (0-35,0000)**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Postings</th>
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<tbody>
<tr>
<td>Graphic Designer</td>
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<td>Business Analyst</td>
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<tr>
<td>Software Developer</td>
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<tr>
<td>Electrical Engineer</td>
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**Top Keyword Searches (0-35,0000)**

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<tr>
<th>Keyword</th>
<th>Search Count</th>
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<td>it</td>
<td>30,097</td>
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<tr>
<td>graphic design</td>
<td>28,609</td>
</tr>
<tr>
<td>business analyst</td>
<td>23,859</td>
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</table>

**Top Locations**

<table>
<thead>
<tr>
<th>Location</th>
<th>Postings</th>
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</thead>
<tbody>
<tr>
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<td>Calgary, AB</td>
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<td>Montréal, QC</td>
<td>112,337</td>
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<tr>
<td>Mississauga, ON</td>
<td>82,653</td>
</tr>
<tr>
<td>Vancouver, BC</td>
<td>80,451</td>
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</table>

Information Technology job postings have increased 5% since December 2012.

Clicks on Information Technology jobs have increased 39% since December 2012.
### INDEED.ca JOB POSTINGS
#### CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2014

Graduating Class 2013-2014 would be looking at this market 4 months after grad.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Job Postings</th>
<th>Change vs. Prior</th>
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<tbody>
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<td>Accounting</td>
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<td>Transportation</td>
<td>15,648</td>
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### Top Job Titles (0-25,0000)
- Graphic Designer: 24,069
- Business Analyst: 16,545
- Software Developer: 13,937
- Technical Writer: 9,019

### Top Keyword Searches (0-30,0000)
- "it": 29,533
- "graphic design": 24,519
- "graphic designer": 22,538
- "business analyst": 21,797

### Top Locations (0-400,0000)
- Toronto, ON: 356,613
- Calgary, AB: 118,763
- Montréal, QC: 112,908
- Vancouver, BC: 82,692
- Burnaby, BC: 20,296

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Information Technology job postings have increased **11%** since December 2013.

Clicks on Information Technology jobs have increased **20%** since December 2013.
INDEED.ca JOB POSTINGS
CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2015
Graduating Class 2014-2015 would be looking at this market 4 months after grad.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Job Postings</th>
<th>Change vs. Prior</th>
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<tbody>
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<td>Month</td>
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<tr>
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<td>Transportation</td>
<td>13,614</td>
<td>-10%</td>
</tr>
</tbody>
</table>

Statistical approximations are used to compute these results.

Top Job Titles (0-25,0000)
- Graphic Designer 34,095
- Business Analyst 21,857
- Software Developer 18,675
- Data Analyst 16,410

Top Keyword Searches (0-30,0000)
- it 42,740
- graphic design 37,648
- business analyst 34,739
- graphic designer 33,003

Top Locations (0-400,0000)
- Toronto, ON 519,770
- Montréal, QC 175,942
- Calgary, AB 170,661
- Vancouver, BC 115,809
- Burnaby, BC 20,296

Information Technology job postings have increased 3% since January 2014.
Clicks on Information Technology jobs have increased 17% since January 2014.
PREPARED FOR: Education Council

ISSUE: New course content for UT chemistry courses

BACKGROUND:
This proposal, presented by Diem Ly Van, deals with new course content for Chemistry 1 (CHEM 1121) and Chemistry 2 (CHEM 1223). The Course Descriptions have been altered and Course Learning Outcomes and Course Topics have been added to and removed from both courses. The details are in the proposal documents included in the meeting package.

These changes have been made to ensure the courses maintain provincial articulation. To a great extent the changes are in response to changes made to first year chemistry courses at UBC.

DISCUSSION:
Diem Ly Van explained to the committee that a statement regarding the requirement for students to pass both the lab and lecture portions of the course had been left off the course outlines. The committee decided, after some discussion regarding how the Lab portion was assessed, this statement should go in the Course Description.

This proposal was present to Education Council at the January 2016 meeting. There was some confusion regarding minimum passing grade vs. minimum progression grade, the breakdown of lecture/lab hours and how Program Learning Outcomes (residing in PCGs) could be accessed for students taking a Chemistry course as part of one of the Science Transfer Certificates. It was decided to table the proposal to ensure clarity and accuracy on those points. The proposal returns to Education Council for the February meeting. The proposed changes to the course content for the two courses has not changed.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to course content for Chemistry 1 (CHEM 1121) and Chemistry 2 (CHEM 1223).

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): Chemistry 1121 (Chemistry 1)

ANTICIPATED START DATE: September 2016

Curriculum Developer: Judith Wallace  Title: Instructor
School/Centre: School of Access  Department: College Foundations (Chemistry UT)
E-mail: juwallace@vcc.ca  Phone/Ext.: x2084

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 is a replacement course.
This course replaces: ______________________________________________

X 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): (NA)
☐ 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: Course topics

X 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: Course Topics (see above)
B) ATTACHED DOCUMENTATION

☐ Program Content Guide

XCourse Outline(s)

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

Course name and number: Chemistry 1 Chemistry 1121

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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1: Course Description:</td>
</tr>
<tr>
<td>Add – the course introduces quantum mechanics, organic chemistry, polymers, biopolymers and the importance of chemistry to society.</td>
</tr>
<tr>
<td>2: Course Learning Outcomes:</td>
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<tr>
<td>Add – describe the basics of introductory quantum mechanics and explain the chemical origin of light.</td>
</tr>
<tr>
<td>Add – apply theories of structure and bonding to polymers, biopolymers, and the understanding of chemistry and disease.</td>
</tr>
<tr>
<td>Add- write and draw chemical structures and formulae for typical organic and simple inorganic compounds. Provide their IUPAC names.</td>
</tr>
<tr>
<td>Remove – Explain the properties and reactivities of main group elements to illustrate energy and physical state transformations.</td>
</tr>
<tr>
<td>3: Course Topics:</td>
</tr>
<tr>
<td>Add – Basics of Quantum Mechanics</td>
</tr>
<tr>
<td>Add – Chemical Origin of Colour (Spectroscopy)</td>
</tr>
<tr>
<td>Add – Nomenclature of Organic Functional Groups and Simple Inorganic Species</td>
</tr>
<tr>
<td>Add – Applications of Structure and Bonding (Polymers, Biopolymers, Chemistry and Disease/Drugs)</td>
</tr>
<tr>
<td>Add – Chemistry and Society (Sustainability, Chemophobia, What Chemists Do)</td>
</tr>
</tbody>
</table>

4: Learning Outcomes:

**We have confirmed the Learning outcomes match those in the PCGs.**

If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

- University Transfer Arts Certificate
- University Transfer Pathway to Health Sciences Certificate
- University Transfer Science Certificate
- University Transfer Engineering Certificate
- University Transfer Computing Science and Software Systems Certificate

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

The lab component will need a re-design to fit these different topics. Because of the breathe of the changes substantial PD and AD time have been allocated for faculty to individually prepare themselves to teach the new course. CD time has been secured for lab re-design, development of instructional materials and to ensure re-articulation.
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

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<tr>
<td>Related additional Student Services</td>
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<td>VCC International and Immigrant Education</td>
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<tr>
<td>DQAB</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>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Sellwood</td>
<td>signed via email</td>
<td>December 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>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wells</td>
<td>signed via email</td>
<td>December 3, 2015</td>
</tr>
</tbody>
</table>
Course Name: Chemistry 1

Course Number: CHEM 1121  Number of Credits: 4.0  Effective Date: September 2016

Course Description:
This course emphasizes the basic principles of structural chemistry, with application to the chemistry of the elements. The course introduces quantum mechanics, organic chemistry, polymers, biopolymers and the importance of chemistry to society. The laboratory illustrates the behavior of chemical systems and some of the basic techniques associated with quantitative chemical experimentation. Chemistry 1 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others. Both the lab and lecture portions need to be passed in order to pass the course. It is also suitable as an elective course for General Interest or Arts students.

School or Centre: School of Access

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Chemistry 12 (or CHEM 0983/0993) with a C+ or equivalent, Precalculus 12 with a C+; or MATH 1020 with a C; or MATH 0993 both with a minimum of a C+; or VCC Math Precalculus Test (MPT) with a 72%.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Instructional Strategies:
The course will be a combination of lectures, discussion, research, and presentation in a classroom and laboratory setting.

Course Learning Outcomes:
At the end of the course the student will be able to
- describe the electron structure of atoms and the relationship between atomic structure and the periodic table.
- describe the basics of introductory quantum mechanics and explain the chemical origin of light.
- use the periodic table to make predictions regarding the properties of elements and the nature of the forces present in simple chemical compounds.
- describe the nature of ionic and covalent chemical bonds, the relationship between chemical bonding and molecular properties and predict the properties of simple covalent molecules.
- write and draw chemical structures and formulae for typical organic and simple inorganic compounds. Provide their IUPAC name.
- apply theories of structure and bonding to polymers, biopolymers and the understanding of chemistry and disease.
- communicate the importance of chemistry to society.
- safely and efficiently perform various chemistry experiments and identify and describe knowledge of common experimental techniques.
- communicate scientific information and solve basic chemistry problems through conceptual and mathematical understanding of chemical theory.
- analyze the connections between chemistry and the other scientific disciplines through critical thinking and conceptualization.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following First Year University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
## Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
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<td></td>
<td></td>
<td>D</td>
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### 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>Other</td>
<td>5</td>
<td>Class presentation</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td></td>
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<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>2 exams (15% and 20%)</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
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<tr>
<td>Lab Work</td>
<td>30</td>
<td>10 labs</td>
</tr>
</tbody>
</table>

|                     | 100 |                  |
| Total               |     |                  |

### 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>60</td>
<td>classroom</td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>60</td>
<td>chemistry lab</td>
</tr>
</tbody>
</table>

|                     | 120 |                  |
| Total               |     |                  |

### 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.
Chemistry Review (matter and measure; atoms, molecules and ions; mass relationships in chemical reactions; reactions in aqueous solution; gases)
Periodicity and Atomic Structure
Basics of Quantum Mechanics
Chemical Origin of Colour (Spectroscopy)
Ionic Bonds
Covalent Bonds and Molecular Structure
Liquids, Solids and Phase Changes
Nomenclature of Organic Functional Groups and Simple Inorganic Species
Applications of Structure and Bonding (Polymers, Biopolymers, Chemistry and Disease/Drugs)
Chemistry and Society (Sustainability, Chemophobia, What Chemists Do)

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.
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): Chemistry 1223 (Chemistry 2)

ANTICIPATED START DATE: September 2016

Curriculum Developer: Judith Wallace  Title: Instructor
School/Centre: School of Access  Department: College Foundations (Chemistry UT)
E-mail: juwallace@vcc.ca  Phone/Ext.: x2084

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 is a replacement course.
This course replaces: _____________________________________________________________

X 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): (NA)
□ 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)
X Other: Course topics

X MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)

X 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)
X Course Learning Outcomes
□ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
□ Instructional Delivery Mode
□ Language (e.g., Typos, Spelling Errors, etc.)
X Other: Course Topics (see above)
B) ATTACHED DOCUMENTATION

☐ 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: Chemistry 2 Chemistry 1223

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.

   Our University Transfer Chemistry course is an important offering within our college. It is a prerequisite to the VCC dental hygiene program and a component in our new Engineering certificate. In addition, the course is designed to articulate provincially.

   Recently UBC has made significant changes to its curriculum of both first and second year level chemistry courses. These changes became effective as of January 2015. By re-designing the course we are prepared to ensure that it can remain articulated provincially and we can continue to offer it.

   We have been in communication with both UBC and SFU and their representative have indicated in writing that they are satisfied with the changes we will be making to the courses. Once the official course outlines are prepared we will be formally rearticulating these courses with both UBC and SFU.

   Summary of the Revisions to Chemistry 2 (CHEM 1223)
   1: Course Description:
      Add – CHEM 1121/1223
      Add –...chemical kinetics.
      Remove - ...chemical equilibrium.
   2: Course Learning Outcomes:
      Add- solve problems in chemical thermodynamics and chemical kinetics involving the physical properties of matter in the solid, liquid and gaseous state.
      Add – describe the structure and reactivity of organic molecules.
      Remove – Write and draw chemical structures and formulae for typical organic compounds.
      Provide their IUPAC names.
3: Course Topics:
Add – Chemical Kinetics
Add – Organic Chemistry – Bonding, Structure and Reactivity
Remove – electrochemistry
Remove – applications of aqueous equilibrium
Remove – Organic Chemistry (introduction to organic compounds including nomenclature, physical properties, representations of structure, and conformational analysis; structure, nomenclature, stability and an introduction to reactivity; reactions of organic compounds; isomers and stereochemistry)

4: Learning Outcomes:
We have confirmed that the learning outcomes match those in the PCGs.
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.
University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate

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

The lab component will need a re-design to fit these different topics. Because of the breathe of the changes substantial PD and AD time have been allocated for faculty to individually prepare themselves to teach the new course. CD time has been secured for lab re-design, development of instructional materials and to ensure re-articulation.
**D) CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

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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.

   ___Andy Sellwood_________ ___signed via email___________ _ December 3, 2015_____
   Name Sign off 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.

   ___David Wells_________ ___signed via email___________ ___December 3, 2015_____
   Name Sign off Date
### 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

**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) ____________________________________________

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<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Chemistry 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>CHEM 1223</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2016</td>
</tr>
</tbody>
</table>

**Course Description:**
The second course of the CHEM 1121/1223 two-course sequence emphasizes the basic principles of chemical kinetics, chemical thermodynamics and organic chemistry. The laboratory in Chemistry 2 allows students to practice techniques learned in Chemistry 1. Students are expected to increase skills in making observations, recording data accurately, interpreting data and generating hypotheses. Both the lab and lecture portions need to be passed in order to pass the course. Chemistry 2 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others. It is suitable as an elective course for General Interest or Arts students.

**School or Centre:**
School of Access

**Year of Study:**
1st Year Post-secondary

**Course History:**
Revised Course

**Course Pre-requisites (if applicable):**
Chemistry 1 (CHEM 1121) with a C-

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Instructional Strategies:
The course will be a combination of lectures, discussion, research, and presentation in a classroom and laboratory setting.

Course Learning Outcomes:
At the end of the course the student will be able to
- solve problems in chemical thermodynamics and chemical kinetics involving the physical properties of matter in the solid, liquid and gaseous states.
- describe the structure and reactivity of organic molecules.
- make use of careful measurement techniques and correct handling of data to solve typical problems of General Chemistry.
- work effectively with others in a laboratory situation through team-based learning.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following First Year University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
## 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></td>
<td></td>
<td>D</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></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%)</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>2 midterms (both 15%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Lab Work</td>
<td>35</td>
<td>10 labs</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>60</td>
<td>classroom</td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>60</td>
<td>chemistry lab</td>
</tr>
</tbody>
</table>

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.
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/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
2 February 2016

PREPARED FOR: Education Council

ISSUE: Changes to Health Care Assistant Certificate 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. In addition an attendance requirement has been added.

DISCUSSION:
Changes and corrections to style, format, arithmetic and clarity in language regarding PLAR were requested by the Committee, the important discussion centred on Course Learning Outcomes (CLOs). It was pointed out that a number of the CLOs had language that did not point to a measurable learning outcome. This is an important topic as VCC is striving to have CLO language that consistently meets the standards of a paradigm for learning outcome language that requires strong verbs and is hierarchical (If you wish to know what this means see, for example, a representation of Bloom’s Taxonomy). This concern was countered by the fact that the CLO language was created and agreed upon by the newly created accrediting body for HCA programs. The tension between these two points of view was difficult to resolve and the discussion was lengthy. It was finally pointed out that Education Council had approved the change proposal for HCA/ESL with identical CLO language and the governance process cannot treat sister programs differently.

The nature of CLO language remains important. In discussions subsequent to the January Curriculum Committee meeting between the chairs of Education Council and Curriculum Committee the possible solution of gently and gradually introducing the nature of strong CLO language to accrediting bodies was raised.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to the Health Care Assistant 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 certificate program

ANTICIPATED START DATE: Sept 2016

Curriculum Developer: Judy Christie  Title: Department Leader
School/Centre: Health Sciences  Department: Continuing Care
E-mail: jchristie@vcc.ca  Phone/Ext.: 5129

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 is a replacement course.
This course replaces: ______________________________________________

X 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): 1,2,3,4,6 the word resident was changed to client as per provincial curriculum)
☐ 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 (overall program hours were not affected)
☐ 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
X Course Sequencing (that does not impact year the course is offered in)
X Course Name/Number
X Course Pre-requisite(s)/Co-requisite(s)
X Course Learning Outcomes
X Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
☐ Instructional Delivery Mode
X Language (e.g., Typos, Spelling Errors, etc.) Updated to reflect provincial curriculum
☐ 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.

All courses in program have been given new course numbers

<table>
<thead>
<tr>
<th>Old Curriculum</th>
<th>New Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>HRCA 1103</td>
<td>Lifestyle and Choices</td>
</tr>
<tr>
<td>HRCA 1105</td>
<td>Interpersonal Communications</td>
</tr>
<tr>
<td>HRCA 1120</td>
<td>Introduction to Practice</td>
</tr>
<tr>
<td>HRCA 1121</td>
<td>Health and Healing</td>
</tr>
<tr>
<td>HRCA 1122</td>
<td>Personal Care and Assistance 1</td>
</tr>
<tr>
<td>HRCA 1125</td>
<td>Clinical 1</td>
</tr>
<tr>
<td>HRCA 1222</td>
<td>Personal Care and Assistance 2</td>
</tr>
<tr>
<td>HRCA 1224</td>
<td>Cognitive or Mental Challenges</td>
</tr>
<tr>
<td>HRCA 1226</td>
<td>Common Health Challenges</td>
</tr>
<tr>
<td>HRCA 1227</td>
<td>Clinical 2</td>
</tr>
<tr>
<td>HRCA 1228</td>
<td>Community Practicum</td>
</tr>
<tr>
<td>HRCA 1357</td>
<td>Clinical 3</td>
</tr>
</tbody>
</table>

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.

Background:
There is a new updated mandated provincial curriculum that is required to start in September 2016 for Health Care Assistants (HCA). To be eligible to work as a HCA in any publicly funded health care setting in BC, applicants must be registered with the BC Care Aide & Community Health Worker Registry, which accredits HCA educational institutions. If the mandated curriculum is not implemented and followed, our VCC HCA graduates will not get a BC Care Aide Registration number and will be unable to work in a publicly funded health care setting. The current VCC Health Care Assistant program was accredited and recognized by the BC Care Aide and Community Health Worker Registry (Registry) in April 2015. The Registry made several recommendations to our program regarding clinical hours with the understanding that VCC would implement them when the new curriculum began in September 2016.

Discussion:
These are the changes that are proposed to update VCC HCA curriculum to match the BC Care Aide and Community Health Worker Registry new mandated curriculum and accreditation recommendations:

Program Content Guide:
- Map removed as per new PCG allowance.
- Updated program purpose (now called goal) that states that graduates are prepared to work in a variety of practice settings, including acute care (current curriculum does not include the setting of acute care).
- Revision to the Program Content Guide language with minor changes to reflect the language of the provincial curriculum (for example "resident" has been changed to "client").
- Minor revisions to admission requirements for clarification purposes (for example added CPR to Standard First Aide as it has traditionally been part of Standard First Aide in the past, Criminal
Curriculum Development Approval Form

- Record Check language has been simplified, and immunization language standardized to the School of Health Sciences.
- Course names and descriptions have been changed to reflect the course outline changes, including new course numbers and credits.

**Course Outlines:**

- Minor language changes to reflect provincial curriculum language in course descriptions, course learning outcomes and program learning outcomes (for example "resident" has been changed to "client").
- New course numbers (assigned by the registrars’ office) and credits (as per the new pending VCC credit policy). Please refer to above “Old Curriculum/New Curriculum” chart for comparison.
- Clinical courses have been revised based on Registry recommendations during the April 2015 educational accreditation process. VCC current curriculum overall clinical time equal 345 hours. New curriculum has adjusted this to 330 hours with the subsequent 15 hours placed into classroom theory. This required adjustment of courses;
  - Clinical 1 requires more hours (currently 45 hours increasing to 60 hours)
  - Current Clinical 2 and Clinical 3 will combine into Clinical 2 (currently 240 hours reducing to 210 hours).
- Community Practicum has been given a sequencing change based on Registry accreditation recommendations. This clinical course has been placed at the end of the HCA program.
- Health and Healing course (classroom) requires an additional 15 hours, based on new curriculum content and the rearrangement of clinical hours.
- Total program hours of revised curriculum are the same as current program.
- Course co-requisites and pre-requisites altered due to course sequencing changes.
- Course learning outcomes have been reorganized between some courses to mirror the new curriculum, but program learning outcomes remain the same except with the addition of acute care component.
- Course topics have been reorganized between courses to mirror the new curriculum.
- Addition of a mandatory attendance requirement of clinical, labs and communication courses. This reflects both the registry’s recommendation of "clear attendance policies in place with consequences if these are not followed "(email Dec 17, 2015,Sarina Corsi, BC Care Aide Registry) and VCC policy of “Requirement for Student Attendance and Participation”

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

No.
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
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</tr>
<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 Health Science Curriculum meeting Jan 7, 2016</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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</tr>
<tr>
<td>Assessment Centre</td>
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</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Ongoing consultation</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
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<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Dec 14, 2015</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
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<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td></td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td><strong>FEEDBACK (include date received)</strong></td>
</tr>
<tr>
<td>PAC/CEG</td>
<td>Nov 27, 2015</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>Oct. 21, 22, 2015</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</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: ____________________
Curriculum Development Approval Form

FINAL REVIEW AND SIGN OFF

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

11. **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>Judy Christie</th>
<th>by email</th>
<th>January 8, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>

12. **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>Debbie Sargent</th>
<th>by email</th>
<th>January 8, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>
Health Care Assistant Certificate

Program Content Guide

Effective Date: September 1, 2016
Goal

The Health Care Assistant Program is designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as front-line care-givers and respected members of the healthcare team. Under the direction and supervision of a health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients.

Upon completion of the program, graduates are prepared to work in any level of continuing care, including: home support, assisted living, 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 Home Support Worker Registry. VCC will adhere to the entry requirements set out by the Registry at:


- Proof of completion of Grade 10 English or equivalent.
- Proof of meeting English Language Competency Requirement.
- 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.
- Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes. Please view online list of approved fit test service providers. Fit Test Service Providers
- 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

Prior Learning Assessment & Recognition (PLAR)
Not available.

Program Duration
The Health Care Assistant Program is twenty-eight weeks in length.

Program Learning Outcomes
Upon completion of the HCA 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.

Level one (15 weeks, 21.5 credits) is taught in the classroom, laboratory, and an introductory clinical experience in a complex care facility. This level introduces a basic framework for caregiving practice in the continuing care setting. The concept of caring is the focus.
Level two (4 weeks, 6.0 credits) is taught in the classroom and laboratory. This level provides advanced skills to care for the person with dementia and/or mental illness and lab skills for caregiving in various contexts, including acute care.

Level three (9 weeks, 9.0 credits) is taught in an extensive complex care clinical and a community practicum. This level consolidates application of learning into care-giving practice.

Evaluation of Student Learning

Theory courses are evaluated by written exams, assignments, and/or completion of a journal. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System.

Students must achieve at least a C+ in every course in order to proceed to the next level, or to graduate from the program.

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

Recommended Characteristics of Students

- Ability to work under direction and to act with initiative as a member of the health care team
- A genuine concern for the well-being of others
- Patience and perseverance
- Flexibility, trustworthiness, and dependability
- Maturity
- Ability to communicate effectively in both written and spoken English
- High standard of personal hygiene and grooming
- Ability to use problem-solving approach
- Physical stamina
- No sensitivity or allergy to latex
- Ability to work in environments where standards may be different from one’s own
<table>
<thead>
<tr>
<th>Level</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HRCA 1190</td>
<td>Lifestyle and Choices</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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></td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1191</td>
<td>Interpersonal Communications</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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></td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1192</td>
<td>Introduction to Practice</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course provides an introduction to the role of the Health Care Assistant within the British Columbia healthcare system. Students will be introduced to the healthcare team and the roles and functions of Health Care Assistant 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></td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1193</td>
<td>Personal Care &amp; Assistance 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 introductory care-giver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1194</td>
<td>Common Health Challenges</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td></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></td>
</tr>
<tr>
<td>1</td>
<td>HRCA 1195</td>
<td>Health and Healing</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course provides students with the opportunity to develop a theoretical framework for practice. Students will</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCA 1196</td>
<td>Clinical 1</td>
<td>This supervised practice experience provides students with an opportunity to apply knowledge and skills learned in the other level one courses in the Health Care Assistant program in the provision of care of 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>HRCA 1290</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 community and facility contexts.</td>
<td>3.0</td>
</tr>
<tr>
<td>HRCA 1291</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>3.0</td>
</tr>
<tr>
<td>HRCA 1390</td>
<td>Clinical 2</td>
<td>This supervised practice experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Opportunity will be provided for students to increase their expertise and confidence with the role of the Health Care Assistant within a residential care facility. During this course students’ skills and application of knowledge will be assessed.</td>
<td>7.0</td>
</tr>
<tr>
<td>HRCA 1391</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.</td>
<td>2.0</td>
</tr>
</tbody>
</table>
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.

| Total Program Credits: | 36.5 |
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.
VCC Education and Education Support Policies

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

Course Number: HRCA 1190  
Number of Credits: 1.5  
Effective Date: Sep 1, 2016

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.

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 program

Course Co-requisites (if applicable):
HRCA 1191, 1192, 1193, 1194, 1195

PLAR (Prior Learning Assessment & Recognition):
☑ No ☐ Yes (details below):
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 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>
<td></td>
<td>c+ = 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>30</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple choice exam</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>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.
Course Topics:

1. Understanding Health
2. Components of Health
3. Lifestyle Change

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Jan. 19, 2016

Approved by Education Council:
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Interpersonal Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>HRCA 1191</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
</tr>
<tr>
<td>Course Description:</td>
<td></td>
</tr>
<tr>
<td>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></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>Revised Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Pre-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the Health Care Assistant program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCA 1190, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAR (Prior Learning Assessment &amp; Recognition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
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 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 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>
<td></td>
<td>c+ = 64% plus satisfactory journal assignment</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>Midterm Exam</td>
<td>30</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>35</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td>Satisfactory written reflective journal (as per rubric)</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory 85% attendance as per department requirements</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>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. Introduction to Interpersonal Communication.

2. Knowledge of Self.


4. Responding to Others.

5. Conflict Management and Resolution.

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<tr>
<th>Approved by Curriculum Committee:</th>
<th>Jan 19, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
### Course Name:
Introduction to Practice

### Course Number:
HRCA 1192  
**Number of Credits:** 1.5  
**Effective Date:** Sep 1, 2016

### Course Description:
This course provides an introduction to the role of the Health Care Assistant within the British Columbia health care system. Students will be introduced to the health care team and the roles and functions of Health Care Assistants within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.

### 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 program

### Course Co-requisites (if applicable):
HRCA 1190, HRCA 1191, HRCA 1193, HRCA 1194, HRCA 1195

### 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 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 HCA 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 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.

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>
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</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>c+ = 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>30</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple choice exam</td>
</tr>
<tr>
<td>-</td>
<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>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.

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</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Personal Care and Assistance 1

**Course Number:** HRCA 1193  
**Number of Credits:** 3.0  
**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 program

**Course Co-requisites (if applicable):**
HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1194, HRCA 1195

**PLAR (Prior Learning Assessment & Recognition)**  
- ☐ No  
- ☑ Yes (details below):
Instructional Strategies:
Lecture
Variety of group activities
Demonstration 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 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.

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<tr>
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<th>Evaluation Plan</th>
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<tbody>
<tr>
<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>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory 85% attendance as per department requirements</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>20</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>40</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. Problem-solving when carrying out care-giving procedures.
2. Asepsis and prevention of infection.
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. Home management.

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<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Common Health Challenges

Course Number: HRCA 1194

Number of Credits: 6.0

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 Pre-requisites (if applicable):
Admission to the Health Care Assistant program

Course Co-requisites (if applicable):
HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1195

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

School or Centre: Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Name of Replacing Course (if applicable):
**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 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>
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<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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Components and Weighting of the Assessment/Evaluation Plan:

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<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<td>Multiple choice exam</td>
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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: Jan. 29, 2016
Approved by Education Council:
**Course Name:** Health and Healing

**Course Number:** HRCA 1195  
**Number of Credits:** 4.5  
**Effective Date:** Sep 1, 2016

**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.

**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 program

**Course Co-requisites (if applicable):**  
HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194

**PLAR (Prior Learning Assessment & Recognition):**  
☒ No ☐ Yes (details below):
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 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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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
<th>Percentage</th>
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<td>Midterm Exam</td>
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Total 100

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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.
1. Characteristics of Caring and Person-Centred Practice.

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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**VCC Education and Education Support Policies**

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Jan. 19, 2016 | Approved by Education Council: |   |
Course Name: Clinical 1

Course Number: HRCA 1196  Number of Credits: 2.0  Effective Date: Sep 1, 2016

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

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

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 program: HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195
Course Learning Outcomes:

Upon successful completion of this course, students will be able to:
1. Provide 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 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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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<td>Practical evaluation of performance and completion of skills check-list as per learning outcomes</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory 85% attendance as per BC Care Aide Registry requirements</td>
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<tr>
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**Total**

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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.
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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FOR COMMITTEE USE ONLY
Approved by Curriculum Committee: Jan. 19, 2016
Approved by Education Council:
**Course Name:** Personal Care and Assistance 2

**Course Number:** HRCA 1290  
**Number of Credits:** 3.0  
**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 further develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in acute care and diverse contexts.

**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 program: HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196

**Course Co-requisites (if applicable):**
HRCA 1291

**PLAR (Prior Learning Assessment & Recognition):**  
- No  
- Yes (details below):
Instructional Strategies:
Lecture
Variety of group activities
Demonstration 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 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>
<th>Grading System</th>
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<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>
<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>Midterm Exam</td>
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<td>Multiple choice exam</td>
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<tr>
<td>Final Exam</td>
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<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.
1. Problem-solving when carrying out care-giving procedures.
2. Asepsis and prevention of infection.
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. Assisting with medications for clients able to direct own care

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Jan. 19, 2016 | Approved by Education Council: |
Course Name: Cognitive or Mental Challenges

Course Number: HRCA 1291  Number of Credits: 3.0  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 program: HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196

Course Co-requisites (if applicable):
HRCA 1290

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.

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 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.
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<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
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<tr>
<td>L - Classroom</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.
Course Topics:

2. Abuse.

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<td>Approved by Education Council:</td>
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</table>
Course Name: Clinical 2

Course Number: HRCA 1390  Number of Credits: 7.0  Effective Date: Sep 1, 2016

Course Description:
This supervised practice experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Opportunity will be provided for students to increase their expertise and confidence with the role of the Health Care Assistant within a 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 program: HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196, HRCA 1290, HRCA 1291

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
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 residents. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of residents 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 residents 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.
### Evaluation/Grading System

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<td>Clinical Examination</td>
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<td>Participation</td>
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**Total 210**

### 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

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: Jan. 19, 2016

Approved by Education Council:
**Course Name:** Community Practicum  

**Course Number:** HRCA 1391  
**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 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 program: HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196, HRCA 1290, HRCA 1291

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

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

- No
- Yes (details below):
Instructional Strategies:
Clinical instruction and supervision by agency and facility staff 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 HCA 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>
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</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory + 100% attendance</td>
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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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
<td>Practicum</td>
<td></td>
<td>Practical evaluation of performance as per learning objectives.</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory 100% attendance as per BC Care Aide Registry requirements</td>
</tr>
<tr>
<td>-</td>
<td></td>
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<td>-</td>
<td></td>
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</tbody>
</table>

Total

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</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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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Jan. 19, 2016
Approved by Education Council:
DECISION NOTE

2 February 2016

PREPARED FOR: Education Council

ISSUE: Changes to the Certified Dental Assisting (onsite) Certificate program

BACKGROUND:
This proposal, presented by Michele Rosko deals with changes to the program driven by accreditation. These changes to the program reflect changes in the nature of the Dental Assistant’s work and the need to ensure the program provides up-to-date training that meet the new standards and demands. An important example of the change in the nature of the work is CDA’s can now perform certain procedures not under the direct supervision of a dentist.

DISCUSSION:
Changes and corrections to style and course number were requested. GED was removed as an admission requirement as it is no longer offered in BC. A statement regarding program completion time for the PCG was requested and some clarity of language regarding the timing of the Criminal Record Check. Most significantly, at least in regards to implementing the proposal was a decision supported by the committee’s Registrar’s Office representative, to change the first term course numbers from 7XXX to 1XXX.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to the Certified Dental Assisting (onsite) Certificate program.

Prepared by:
David Branter
Chair, Curriculum Committee
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): Certified Dental Assisting – onsite

ANTICIPATED START DATE: September 2016

Curriculum Developer: Michele Rosko_____________________________ Title: Department Head

School/Centre: School of Health Sciences         Department: Certified Dental Assisting/Dental Reception
E-mail: mrosko@vcc.ca__________________________ Phone/Ext.: ___8492__________

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 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
    X 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
    X 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)
    X Program/Course Description
    ☐ Program Purpose
    X Recommended Student Characteristics
    ☐ Course Sequencing (that does not impact year the course is offered in)
    X Course Name/Number
    ☐ Course Pre-requisite(s)/Co-requisite(s)
    X Course Learning Outcomes
    X Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
    X Instructional Delivery Mode
    X Language (e.g., Typos, Spelling Errors, etc.)
    ☐ Other: ___________________
B) ATTACHED DOCUMENTATION

✓ Program Content Guide
✓ Course Outline(s)

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

Course name and number: Preparation for Practice 1 (DENT 1501)
Course name and number: Patient Assessment Theory 1 (DENT 1502)
Course name and number: Planning, Implementation and Evaluation 1 (DENT 1503)
Course name and number: Clinical Practice 1 (DENT 1504)
Course name and number: Preparation for Practice 2 (DENT 2991)
Course name and number: Patient Assessment 2 (DENT 2992)
Course name and number: Planning, Implementation and Evaluation 2 (DENT 2993)
Course name and number: Clinical Practice 2 (DENT 2994)
Course name and number: Preparation for Practice 3 (DENT 3740)
Course name and number: Patient Assessment Theory 3 (DENT 3741)
Course name and number: Planning, Implementation and Evaluation 3 (DENT 3742)
Course name and number: Clinical Practice 3 (DENT 3743)

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.

Background:
The Program Content Guide (PCG) and course outlines (COs) for the Certified Dental Assisting (CDA) on site program were last updated in 2009. Since 2009, there have been substantive changes to certified dental assisting practice. All dental professionals in BC are now regulated under the Health Professions’ Act and the updated bylaws of the College of Dental Surgeons of BC (CDSBC).

The CDSBC bylaws now allow, Practicing Certified Dental Assistants to perform designated dental
treatment to patients under the authorization of a dentist (dentist is not required on the premises) rather than only under direct supervision.

Additionally, in 2014, the National Dental Assisting Examining Board NDAEB in partnership with the Canadian Dental Assisting Examining Board produced their Occupational Analysis, Canadian Dental Assisting 2014 document. This document provides a detailed examination of the current skills, knowledge and attitudes required by the position of a Level 2 (national designation) dental assistant.

The report highlighted three significant changes since their last analysis in 2007 in the areas of professionalism, technology and quality assurance. The areas, among others have driven changes to the NDAEB domain descriptions which form the basis for the questions on the required to practice, national examination.

Lastly, the Commission on Dental Accreditation (CDAC) performed their accreditation site visit of the program in May 2015. While the program was accredited, it was with reporting requirements. The surveyors reported the program was meeting all accreditation standards, but found that our program content guide and course outlines were not current and not reflective of the curriculum being delivered today.

As such, CDAC requires the PCG and COs be updated and vetted by VCC’s Curriculum Committee and Education Council. These documents must be submitted to the Commission to receive an accreditation status without reporting requirements.

Discussion:
Aligning and reflecting the currency of our curriculum with the CDSBC bylaws, occupational analysis results, NDAEB domain descriptions and accreditation, the following changes have been made to the PCG and COs:

- Goal
- Admission Requirements (School of Health Sciences)
- Prior Learning Assessment and Recognition
- Program Learning Outcomes
- Evaluation of Student Learning
- Recommended Characteristics of Students
- Course descriptions (PCG)
- Course numbers – Term 1 courses only
- Course outlines
- Course credits (New VCC credit policy)

Recommendation:
That the VCC Curriculum Committee approve the proposed PCG and course outlines to meet accreditation requirements.

2. Are there any expected costs as a result of this proposal?
No
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th><strong>INTERNAL CONSULTATIONS</strong></th>
<th><strong>FEEDBACK (include date received)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Nov 18, 2015</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>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
</tbody>
</table>
| ✔ Registrar’s Office / Advising / Recruitment | • Email to Brain Beacham and Raymond Kaan Oct 29, 2015  
• Meeting with Marilyn Heaps Nov 2 and Nov 10, 2015  
• Meeting with Marilyn Heaps and Raymond Kaan Nov 19, 2015  
• Meeting with Marilyn Heaps Dec 15, 2015  
• Meeting with Marilyn Heaps Jan 4, 2016  
• Meeting with School of Health Sciences Curriculum Committee Jan 7, 2016  
• Approved at VCC Curriculum Council Jan 20, 2016  
• Email approval to change Term 1 course numbers from Raymond Kwan January 21, 2016  
• Meeting with Marilyn Heaps January 22, 2016 |
| Related additional Student Services |                                     |
| VCC International and Immigrant Education |                                |
| **FINANCIAL AND OPERATING** |                                     |
| Communications and Marketing |                                   |
| Facilities                |                                     |
| Finance                   |                                     |
| Information Technology (IT)|                                    |
**Curriculum Development Approval Form**

<table>
<thead>
<tr>
<th>EXTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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</thead>
<tbody>
<tr>
<td>✓ PAC/CEG</td>
<td>Apr 20, 2015 /Oct 5, 2015</td>
</tr>
<tr>
<td>✓ Affiliation, Articulation and/or Accreditation bodies</td>
<td>Updates/revisions recommendation (required) by Commission on Dental Accreditation (CDAC) site team May/2015. Once approved at VCC, copies will be forwarded to CDAC. Update the CDA Provincial Articulation. Next meeting Mar 2016.</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</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.

   Michele Rosko by email January 8, 2015
   Name Sign off 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.

   Debbie Sargent by email January 8, 2015
   Name Sign off Date
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Name</th>
<th>Credits (current)</th>
<th>Course Hours (current)</th>
<th>New credits – for discussion with Registrar’s office</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DENT 7324</td>
<td>Preparation for Practice Theory 1</td>
<td>2.0</td>
<td>60</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>DENT 7325</td>
<td>Patient Assessment Theory 1</td>
<td>2.0</td>
<td>60</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>DENT 7326</td>
<td>Planning, Implementation and Evaluation Theory 1</td>
<td>2.0</td>
<td>60</td>
<td>3.0</td>
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<tr>
<td>1</td>
<td>DENT 7327</td>
<td>Clinical Practice 1</td>
<td>7.5</td>
<td>225 (32 hrs practicum)</td>
<td>Break down to reflect SIM/PR/PC SIM <em>193</em> (7.5) PR <em>32</em> (1.0) Total: 8.5</td>
</tr>
<tr>
<td>2</td>
<td>DENT 2991</td>
<td>Preparation for Practice Theory 2</td>
<td>2.0</td>
<td>60</td>
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<tr>
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<td>DENT 2992</td>
<td>Patient Assessment Theory 2</td>
<td>2.0</td>
<td>60</td>
<td>3.0</td>
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<tr>
<td>2</td>
<td>DENT 2993</td>
<td>Planning, Implementation and Evaluation Theory 2</td>
<td>2.5</td>
<td>75</td>
<td>3.5</td>
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<tr>
<td>2</td>
<td>DENT 2994</td>
<td>Clinical Practice 2</td>
<td>8.0</td>
<td>240 (64 hrs practicum)</td>
<td>Break down to reflect SIM/PR/PC SIM <em>176</em> (7.0) PR <em>64</em> (2.) Total: 9.0</td>
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<tr>
<td>3</td>
<td>DENT 3740</td>
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<td>2.0</td>
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<td>3</td>
<td>DENT 3742</td>
<td>Planning, Implementation and Evaluation 3</td>
<td>2.0</td>
<td>60</td>
<td>3.0</td>
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<tr>
<td>3</td>
<td>DENT 3743</td>
<td>Clinical Practice 3</td>
<td>8.0</td>
<td>240 (96 hrs practicum)</td>
<td>Break down to reflect SIM/PR/PC SIM <em>144</em> (5.5) PR <em>96</em> (3.0) Total: 8.5</td>
</tr>
</tbody>
</table>

Total Credits: 40.0

Total Credits: 51
Certified Dental Assisting (onsite) Certificate

Program Content Guide

Effective Date: September 2016
Goal

The Certified Dental Assisting Program (onsite) provides graduates with the knowledge and practical experience to enter a career as a Practising Certified Dental Assistant (CDA). Graduates will have acquired the specialized knowledge, skills and attitudes to function as a dental health team member with dependent, interrelated and independent roles.

Admission Requirements

- Grade 12 graduation, or equivalent.
- English 12 with a B grade or equivalent.
- English Language proficiency [http://www.vcc.ca/applying/registrationservices/english-languageproficiency-requirements](http://www.vcc.ca/applying/registrationservices/english-languageproficiency-requirements)
- Either Biology 11 or Biology 12 (human biology recommended) or equivalent. *

(*) Students who have completed the College of Dental Surgeons of British Columbia Provincial Radiography credential are exempt from this requirement.

Upon Acceptance:

- Criminal Record Check (CRC) is required upon acceptance to the program, in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online.

Note: The College of Dental Surgeons of British Columbia is the regulatory body for Certified Dental Assistants. They require each applicant to undergo another criminal records search prior to registration and certification. Registration and certification to practice is mandatory in BC.

It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.

- Proof of a negative tuberculosis (TB) skin test. In case of positive TB skin test, a negative TB chest x-ray report is required.

- Immunizations in the following are strongly recommended, and may be required for practicum placement in the program:
  - Pertussis
  - Diphtheria
  - Tetanus
  - Polio
  - Measles/Mumps/Rubella
Chicken Pox
Hepatitis B
Influenza (required annually)

Prior Learning Assessment & Recognition (PLAR)

- Those who possess the College of Dental Surgeons of British Columbia Provincial Radiography credential may be exempt from both the radiography theory component of the Patient Assessment 1, Patient Assessment 2 and Patient Assessment 3 courses and the clinical portion of radiography of Clinical Practice 1, Clinical Practice 2 and Clinical Practice 3 courses.

- Graduates of the VCC Dental Reception Coordinator program may be exempt from the office management and computer software component of Preparation for Practice 2 and Preparation for Practice 3 courses.

Program Duration

The Certified Dental Assisting Program is 10 months in length. Students must complete the program within three years. Please refer to Student Handbook for conditions for re-admission to the program.

Program Learning Outcomes

Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

- Apply the process of evidence-informed CDA practice.

- Integrate knowledge and critical thinking skills in CDA practice.

- Use problem-solving strategies and decision-making processes in CDA practice.

- Integrate ethics and professionalism into CDA practice.

- Demonstrate professional responsibility and accountability in CDA practice.

- Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
Instructional Activities, Design and Delivery Mode

The Certified Dental Assisting program (onsite) is offered on a full time basis, over three terms. Each term consists of both theory and clinical courses.

Theory courses are presented through online activities, lecture, small group discussion, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through partnerships with the University of British Columbia (UBC) Dental Clinic Program and practica rotations to dental practices.

Evaluation of Student Learning

The clinical competencies and the supporting theory are hierarchically organized within the context of the health model of Preparation for Practice; Patient Assessment; Planning, Implementation, and Evaluation of Practice and Clinical Practice. All terms focus on both the assisting and operator roles of the chairside (non-licensed) dental assistant and Certified Dental Assistant. Dental office practica are offered in all three terms.

Entry into the second and third terms is achieved through successful completion of the previous terms.

Theory courses are evaluated by assignments, group projects and presentations, quizzes and examinations. Midterms and final theory exams are weighted at a maximum of 35% each. The final grade required in all theory courses is 64% (C+). A maximum of two comprehensive re-write exams are offered within the program for final grades below 64%.

The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies provide the basis for evaluation. Students are evaluated using manikins, peers and patients. The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded for each clinical course. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation.

Course outlines are provided to the students on MOODLE (a computer learning management system).

Attendance of all classes and clinical experiences is required in order to truly understand and master the theoretical and practical components of the Certified Dental Assistant role. As per the departmental policy, described in the CDA Student Handbook, students must not miss more than 15% of scheduled classroom and clinical classes. Where a student exceeds this maximum, the College may withdraw the student from the program. Additionally, the department requires students demonstrate 100% attendance for community presentations, UBC Dental Clinic rotations and practica. The College may withdraw students who do not attend all scheduled days.
Recommended Characteristics of Students

- Ability to communicate effectively in both written and spoken English
- Empathic and caring attitude
- Ability to work independently and within a team environment
- Manual dexterity and hand/eye coordination
- Detail oriented
- Effective time management skills
- Computer literacy (email, word processing and use of the internet)

Physical precautions – Those with back problems may be affected by the physical demands of the profession. Sensitive skin and allergies may also be affected by some procedures and materials.
<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>DENT 1501</td>
<td><strong>Preparation for Practice Theory 1</strong>&lt;br&gt;This lecture/seminar course introduces the student to the profession of Certified Dental Assisting. Course topics include interpersonal and inter-professional communication, conflict resolution in a health care setting, and the legal scope of practice of a Certified Dental Assistant (CDA). The course also focuses on the concepts and principles related to the preparation phase of patient care by emphasizing the dental equipment, instruments and armamentaria required for restorative dental procedures as well as the fundamentals of microbiology and the responsibility of the CDA for infection control. Additionally, students are introduced to patient records and dental charting.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>DENT 1502</td>
<td><strong>Patient Assessment Theory 1</strong>&lt;br&gt;This lecture/seminar course builds on the student’s existing knowledge of human anatomy and physiology, focussing on body systems, head and neck anatomy, dental morphology and tooth development. Medical conditions and the use of various pharmaceuticals and their relationship to dental care are examined. Radiation safety, specific dental exposures and processing of radiographs are also introduced. Additionally emergency preparedness and response in the dental office is discussed. Cardio Pulmonary Resuscitation and Standard First Aid training is provided.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>DENT 1503</td>
<td><strong>Planning, Implementation and Evaluation Theory 1</strong>&lt;br&gt;This lecture/seminar course is designed to introduce the student to the principles of oral self-care. Emphasis is placed on the Certified Dental Assistant’s (CDA) role during restorative dental procedures. Pain control methods, isolation techniques and the properties and manipulation of dental materials are explored within the context of a safe and accident prevention model. Additionally, students are prepared for their first practicum rotations in a dental practice setting.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>DENT 1504</td>
<td><strong>Clinical Practice 1</strong>&lt;br&gt;The first clinical course provides an opportunity for the</td>
<td>8.5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>DENT 2991</td>
<td>Preparation for Practice Theory 2</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>DENT 2992</td>
<td>Patient Assessment Theory 2</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>DENT 2993</td>
<td>Planning, Implementation and Evaluation Theory 2</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>DENT 2994</td>
<td>Clinical Practice 2</td>
<td>9.0</td>
<td></td>
</tr>
</tbody>
</table>
and new theory with more advanced clinical concepts in the dental clinic, laboratory settings and during a dental office practicum. This course focuses on the independent clinical role of the chairside (non-licensed) and Certified Dental Assistant. Competencies are met through simulated manikin (SIM), peer practice (PR) and patient care (PC).

<table>
<thead>
<tr>
<th>3</th>
<th>DENT 3740</th>
<th><strong>Preparation For Practice Theory 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This lecture/seminar course explores professionalism and inter-professionalism within the context of a Practising Certified Dental Assistant (CDA). The role of professional associations and the regulatory requirement for continued competency and practice hours within the context of life-long learning are discussed. Principles related to dental photography and software management systems are introduced. Domestic violence and substance abuse and the role and responsibility of a dental health care professional are also explored.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>DENT 3741</th>
<th><strong>Patient Assessment Theory 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This lecture/seminar course continues to study nutrition and the relationship to oral health. Principles and exposure techniques for specialty dental radiographs and dental photography are also examined. The course emphasizes the dental procedures and management of the special needs dental patients as well as more complex dental conditions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>DENT 3742</th>
<th><strong>Planning, Implementation and Evaluation Theory 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This lecture/seminar course continues to study preventive dentistry procedures. The dental specialties of prosthodontics/esthetic dentistry, orthodontics and periodontics are explored and discussed. The properties and manipulation of dental materials related to specialty areas are examined. An exploration of community dental health care, health promotion through group presentations and the operator role of the Certified Dental Assistant are emphasized. Additionally, students are prepared for their final practicum rotations in a dental practice setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>DENT 3743</th>
<th><strong>Clinical Practice 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This final clinical course builds upon acquired skills and knowledge from Clinical Practice 1 and Clinical Practice 2.</td>
</tr>
</tbody>
</table>
Clinical Practice 3 provides an opportunity for the student to integrate previous and new theory with independent clinical practice in the dental clinic, laboratory settings and during a dental office practicum. This course focuses on the independent clinical role of the Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM) peer practice (PR) and patient care (PC).

| Total Program Credits: | 51.5 |
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.
VCC Education and Education Support Policies

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**Course Name:** Preparation for Practice Theory 1  
**Course Number:** DENT 1501  
**Number of Credits:** 3.0  
**Effective Date:** Sep 1, 2016

**Course Description:**
This lecture/seminar course introduces the student to the profession of Certified Dental Assisting. Course topics include interpersonal and inter-professional communication, conflict resolution in a health care setting, and the legal scope of practice of a Certified Dental Assistant (CDA). The course also focuses on the concepts and principles related to the preparation phase of patient care by emphasizing the dental equipment, instruments and armamentaria required for restorative dental procedures as well as the fundamentals of microbiology and the responsibility of the CDA for infection control. Additionally, students are introduced to patient records and dental charting.

**School or Centre:** School of Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Meet Certified Dental Assisting program admission requirements.

**Course Co-requisites (if applicable):**
All Term 1 courses DENT 1502, DENT 1503, DENT 1504

**PLAR (Prior Learning Assessment & Recognition)**
☐ No ☑ Yes (details below):
Instructional Strategies:
This is a lecture/seminar/case study/group work/online activities course designed to provide the student with the theory to support the clinical skills for the preparation phase of CDA practice.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Discuss professionalism in dentistry.
• Describe basic principles of interpersonal and inter-professional communication, including problem solving.
• Describe the fundamentals of microbiology.
• Describe the principles of infection control.
• Explain sterilization/disinfection processes used in the dispensary and the operatory.
• Explain principles of dental team positioning.
• Describe basic principles of armamentaria and tray set-ups.
• Describe the basic principles of instrumentation.
• Explain principles of instrument transfer.
• Discuss patient comfort in the dental environment.
• Describe principles of patient records management.
• Chart patient assessments.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence - informed CDA practice.

3. Integrate knowledge and critical - thinking skills in CDA practice.

4. Use problem - solving strategies and decision - making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

### 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+ = 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>5</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</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>E - Seminar</td>
<td>39</td>
<td>small group, seminar, case study, discussion</td>
</tr>
<tr>
<td>L - Classroom</td>
<td>21</td>
<td>lecture</td>
</tr>
<tr>
<td></td>
<td></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. Professionalism
2. Communication
3. Microbiology
4. Infection Control
5. Sterilization and Disinfection
6. Dental Team Positioning
7. Dental Armamentaria
8. Instrumentation
9. Instrument Transfer
10. Patient Comfort
11. Patient Records Management
12. Assisting/Charting for Patient Assessments

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.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Jan. 19, 2016

Approved by Education Council:
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Patient Assessment Theory 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>DENT 1502</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This lecture/seminar course builds on the student’s existing knowledge of human anatomy and physiology, focussing on body systems, head and neck anatomy, dental morphology and tooth development. Medical conditions and the use of various pharmaceuticals and their relationship to dental care are examined. Radiation safety, specific dental exposures and processing of radiographs are also introduced. Additionally emergency preparedness and response in the dental office is discussed. Cardio Pulmonary Resuscitation and Standard First Aid training is provided.</td>
</tr>
<tr>
<td>School or Centre:</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>Revised Course</td>
</tr>
<tr>
<td>Course Pre-requisites (if applicable):</td>
<td>Meet Certified Dental Assisting program admission requirements.</td>
</tr>
<tr>
<td>Course Co-requisites (if applicable):</td>
<td>All Term 1 courses DENT 1501, DENT 1503, DENT 1504</td>
</tr>
<tr>
<td>PLAR (Prior Learning Assessment &amp; Recognition)</td>
<td>No</td>
</tr>
<tr>
<td>Students entering the program with the College of Dental Surgeons of BC. Radiography credential may be exempt from the radiography theory of Patient Assessment Theory 1.</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Strategies:
This is a lecture/seminar/case study/group work/online activities course designed to provide the student with the theory to support the clinical skills for the patient assessment phase of Certified Dental Assisting (CDA) practice.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe health history questionnaires and challenges related to obtaining patient information.
• Describe general and extra-oral assessment and inspection, including related bones, lymph nodes and landmarks of the head and neck.
• Describe intra-oral assessment and inspection, including related muscles and intra-oral soft tissue landmarks.
• Describe the assessment and inspection of the teeth, including related tooth development and dental morphology.
• Describe periodontal assessment and inspection including characteristics of a healthy periodontium.
• Explain the principles of image management, radiation safety and exposure of specific types of dental radiographs.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
2. Apply the process of evidence - informed CDA practice.
3. Integrate knowledge and critical - thinking skills in CDA practice.
4. Use problem - solving strategies and decision - making processes in CDA practice.
5. Integrate ethics and professionalism into CDA practice.
6. Demonstrate professional responsibility and accountability in CDA practice.
## 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+ = 64%</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></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Quizzes</td>
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<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>Written exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Written exam</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></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>E - Seminar</td>
<td>45</td>
<td>small group, discussion, discussion, case study</td>
</tr>
<tr>
<td>L - Classroom</td>
<td>15</td>
<td>lecture</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>60</strong></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.
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FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>
Course Name: Planning, Implementation and Evaluation Theory 1

Course Number: DENT 1503  Number of Credits: 3.0  Effective Date: Sep 1, 2016

Course Description:
This lecture/seminar course is designed to introduce the student to the principles of oral self-care. Emphasis is placed on the Certified Dental Assistant’s (CDA) role during restorative dental procedures. Pain control methods, isolation techniques and the properties and manipulation of dental materials are explored within the context of a safe and accident prevention model. Additionally, students are prepared for their first practicum rotations in a dental practice setting.

Course Pre-requisites (if applicable):
Meet Certified Dental Assisting program admission requirements.

Course Co-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1504

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

This is a lecture/seminar/case study/group work/online activities course designed to provide the student with the theory to support the clinical skills for the planning, implementation and evaluation phases of CDA practice and the term 1 practicum rotation.

**Course Learning Outcomes:**

Upon completion of the course the student will be able to:

- Explain concepts of preventive dentistry and specific methods for oral self-care.
- Describe the use of topical and local anesthetics in dentistry, including related anatomy/physiology of nerves and blood vessels of the head and neck, and principles of topical application.
- Describe the use of dental dam isolation in dentistry, including principles of application.
- Describe properties and manipulation of common dental materials.
- Describe principles of restorative dentistry, including assisting routines.
- Describe matrices and wedges for various types of dental procedures.
- Describe principles of safety and accident/injury prevention.
- Explain the value of self and peer feedback.
- Describe protocols and expectations for the Term 1 practicum.

**Program Learning Outcomes:**

Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
2. Apply the process of evidence-informed CDA practice.
3. Integrate knowledge and critical-thinking skills in CDA practice.
4. Use problem-solving strategies and decision-making processes in CDA practice.
5. Integrate ethics and professionalism into CDA practice.
6. Demonstrate professional responsibility and accountability in CDA practice.
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+ = 64%</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

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<td>20</td>
<td>Quizzes</td>
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<td>Midterm Exam</td>
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<td>Written exam</td>
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<td>100</td>
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Learning Environment/Type

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<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
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<td>36</td>
<td>small group, seminar, discussion, case study</td>
</tr>
<tr>
<td>L - Classroom</td>
<td>24</td>
<td>lecture</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</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.
1. Oral Self-Care  
2. Anesthetics  
3. Dental Dam  
4. Dental Materials  
5. Restorative Dentistry Assisting  
6. Matrices and Wedges  
7. Safety and Accident Prevention  
8. Self and Peer Evaluation  
9. Dental Assisting Practicum

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FOR COMMITTEE USE ONLY


Approved by Education Council:
## Course Name:
Clinical Practice 1

### Course Number:
DENT 1504

### Number of Credits:
8.5

### Effective Date:
Sep 1, 2016

### Course Description:
The first clinical course provides an opportunity for the student to integrate rudimentary theory with basic clinical practice in the dental clinic, laboratory settings and during a dental office practicum. This introductory course focuses on the supportive and independent clinical role of the chairside (non-licensed) dental assistant. Competencies are met through simulated manikin practice (SIM) and peer practice (PR).

### School or Centre:
School of Health Sciences

### Year of Study:
1st Year Post-secondary

### Revised Course

### Course Pre-requisites (if applicable):
Meet Certified Dental Assisting (CDA) program requirements.

### Course Co-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1503

### PLAR (Prior Learning Assessment & Recognition)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Students entering the program with the College of Dental Surgeons of BC. Radiography credential may be exempt from the clinical radiography component of Clinical Practice 1.
Instructional Strategies:
Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated (SIM) or peer clinical environment (PR).

Course Learning Outcomes:
Upon completion of the course the student will be able to:
• Practice as a professional. (SIM/PR)
• Integrate knowledge/ problem-solve. (SIM/PR)
• Maintain infection control. (SIM/PR)
• Maintain safety. (SIM/PR)
• Assist with restorative procedures. (SIM)
• Manipulate dental materials. (SIM)
• Apply liner and acid etch to a cavity preparations. (SIM)
• Apply and remove matrices and wedges. (SIM)
• Perform extra/intra oral inspection and identify landmarks. (PR)
• Apply topical anesthetic. (PR)
• Apply and remove dental dam. (SIM/PR)
• Expose radiographs. (SIM)
• Participate in dental practice practicum.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence - informed CDA practice.

3. Integrate knowledge and critical - thinking skills in CDA practice.

4. Use problem - solving strategies and decision - making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<td>Clinical Examination</td>
<td></td>
<td>Satisfactory completion as per rubrics - radiography skills (operator)</td>
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<tr>
<td>Clinical Examination</td>
<td></td>
<td>Satisfactory completion as per rubrics - materials</td>
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Learning Environment/Type

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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. Restorative Procedures
2. Dental Materials
3. Matrix Systems
4. Dental Assessment/Inspection
5. Anesthetics
5. Isolation Techniques
6. Dental Radiography
7. Practicum

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.
Course Name: Preparation for Practice Theory 2

Course Number: DENT 2991  Number of Credits: 3.0  Effective Date: Sep 1, 2016

Course Description:
This lecture/seminar course continues to explore the standards of practice and the legal and ethical responsibilities of a Certified Dental Assistant (CDA). Students are introduced to more complex dental charting and treatment planning for general dentistry procedures. Additionally, financial procedures, dental insurance processing, equipment maintenance and various inventory control systems are examined.
Course Learning Outcomes:
Upon completion of the course the student will be able to:

- Discuss legal/ethical aspects of professional practice.
- Describe treatment planning.
- Demonstrate an understanding of the principles of basic financial procedures.
- Describe basic concepts and principles of dental insurance and processing claim forms.
- Explain procedures relating to inventory control.
- Perform dental charting and assist for all general dentistry patient assessment procedures.
- Discuss infection control for dental equipment and maintenance schedules.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
2. Apply the process of evidence - informed CDA practice.
3. Integrate knowledge and critical - thinking skills in CDA practice.
4. Use problem - solving strategies and decision - making processes in CDA practice.
5. Integrate ethics and professionalism into CDA practice.
6. Demonstrate professional responsibility and accountability in CDA practice.
**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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**Total** 100

**Learning Environment/Type**

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<th>Instruction Type</th>
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**Total** 60

**Resource Material(s):**

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FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Patient Assessment Theory 2

Course Number: DENT 2992  Number of Credits: 3.0  Effective Date: Sep 1, 2016

Course Description:
This lecture/seminar course continues to examine head and neck anatomy with an in depth study of oral pathology. More complex health conditions and related pharmacology as well as vital signs and their relationship to dental procedures are discussed. Dental radiographic principles and techniques are expanded and explored. Nutrition and its impact on oral health is introduced.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History:
Revised Course

Course Pre-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504

Course Co-requisites (if applicable):
All Term 2 courses DENT 2991, DENT 2993, DENT 2994

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

Students entering the program with the College of Dental Surgeons of BC. Radiography credential may be exempt from the radiography theory of Patient Assessment Theory 2.
Course Learning Outcomes:

Upon completion of the course the student will be able to:

• Differentiate between health conditions and pharmacology as they relate to patient health histories.
• Describe abnormal general appearance and extra-oral observations, including the implications for dental care.
• Describe abnormal intra-oral soft tissue observations, including related general and oral pathology.
• Describe abnormal tooth conditions that may be observed during dental inspections, including related general pathology.
• Describe assessment procedures used in dentistry to determine periodontal abnormalities, including specific periodontal diseases and conditions.
• Describe occlusal assessment and inspection observations, including related skeletal and dental anatomy.
• Explain principles of image management, radiation safety and exposure of specific types of dental radiographs.
• Explain the significance of vital signs, including related aspects of the cardiovascular, circulatory and respiratory systems.
• Explain the relationship between nutrition and oral health.

Program Learning Outcomes:

Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence - informed CDA practice.

3. Integrate knowledge and critical - thinking skills in CDA practice.

4. Use problem - solving strategies and decision - making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

## Evaluation/Grading System

<table>
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<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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<td>C+ = 64%</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<th>Type</th>
<th>Percentage</th>
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<td>Quizzes/Tests</td>
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<tr>
<td>Participation</td>
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<td>Mandatory attendance as per departmental requirements (85%)</td>
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**Total 100**

### Learning Environment/Type

<table>
<thead>
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<th>Instruction Type</th>
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<td>L - Classroom</td>
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<td>lecture</td>
</tr>
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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.
Course Topics:

1. Health Histories / Pharmacology
2. General and Extra-Oral Inspection/Assessment
3. Intra-Oral Inspection/Assessment
4. Dental Inspection/Assessment
5. Periodontal Inspection/Assessment
6. Occlusal Inspection/Assessment
7. Dental Radiography
8. Vital Signs
9. Nutrition Assessment

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

FOR COMMITTEE USE ONLY

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<td>Approved by Education Council:</td>
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<tr>
<td>Course Name:</td>
<td>Planning, Implementation and Evaluation Theory 2</td>
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<tr>
<td>Course Number:</td>
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<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
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<td>Course Description:</td>
<td>This lecture/seminar course focuses on the principles of teaching and learning and the relationship to oral self-care instruction. The role of the Certified Dental Assistant (CDA) in preventive and esthetic dental procedures as well as the specialties of oral and maxillofacial surgery and endodontics are studied. Additionally, students are prepared for their second practicum rotations in a dental practice setting.</td>
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<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>School of Health Sciences</th>
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<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
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<tr>
<td>Course History:</td>
<td>Revised Course</td>
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**Course Pre-requisites (if applicable):**
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504

**Course Co-requisites (if applicable):**
All Term 2 courses DENT 2991, DENT 2992, DENT 2994

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
Instructional Strategies:
This is a lecture/seminar/case study/group work/online activities course designed to provide the student with the theory to support the clinical skills planning, implementation, and evaluation phases of CDA practice and the term 2 practicum rotation.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Explain oral self-care accessories and techniques.
• Explain principles of teaching and learning.
• Apply principles of the teaching/learning process as they relate to oral self-care instruction.
• Discuss principles related to polishing clinical crowns.
• Discuss types of fluorides, including application principles.
• Explain tooth whitening systems including the efficacy and safety of the systems.
• Describe dental laboratory protocols.
• Explain principles of assisting for and obtaining alginate impressions and interocclusal records.
• Describe principles related to pouring impressions, forming study models, fabrication of custom trays, mouth guards, tooth whitening trays, and night guards.
• Describe oral surgery procedures and dentistry in a hospital setting.
• Describe endodontics procedures.
• Explain the properties and manipulation of dental materials.
• Describe the role of self-reflection and peer feedback in the planning, implementation and evaluation of patient care.
• Describe protocols and expectations for the Term 2 practicum.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence-informed CDA practice.

3. Integrate knowledge and critical-thinking skills in CDA practice.

4. Use problem-solving strategies and decision-making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

## Evaluation/Grading System

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<tbody>
<tr>
<td>Letter Grades</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<td>Participation</td>
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<td>Mandatory attendance as per departmental requirements (85%)</td>
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| Total             | 100        |

### Learning Environment/Type

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| Total             | 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.
1. Oral Health Promotion: Self-care and Disease Prevention Therapy
2. Oral Health Promotion: Facilitating Learning
3. Oral Health Promotion: Individualizing Care
4. Extrinsic Stain Removal
5. Topical Fluoride
6. Tooth Whitening
7. Dental Laboratory Protocol
8. Dental Laboratory Procedures
9. Impressions and Interocclusal Records
10. Operative Dentistry – Oral and Maxillo-facial Surgery
11. Operative Dentistry – Endodontics
12. Dental Materials
13. Self and Peer Evaluation
14. Dental Assisting Practicum

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

Course Number: DENT 2994
Number of Credits: 9.0
Effective Date: Sep 1, 2016

Course Description:
This second clinical course builds upon acquired skills and knowledge from Clinical Practice 1. Clinical Practice 2 provides an opportunity for the student to integrate previous and new theory with more advanced clinical concepts in the dental clinic, laboratory settings and during a dental office practicum. This course focuses on the independent clinical role of the chairside (non-licensed) and Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM), peer practice (PR) and patient care (PC).

School or Centre:
School of Health Sciences

Year of Study:
1st Year Post-secondary

Course History:
Revised Course

Course Pre-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504

Course Co-requisites (if applicable):
All Term 2 courses DENT 2991, DENT 2992, DENT 2993

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

Students entering the program with the College of Dental Surgeons of BC. Radiography credential may be exempt from the clinical radiography component of Clinical Practice 2.
Instructional Strategies:
Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated environment (SIM), peer practice (PR) and patient care (PC).

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Maintain competence in the performance of Term 1 clinical skills.
• Practice as a professional. (SIM/PR/PC)
• Integrate knowledge/ problem-solve. (SIM/PR/PC)
• Maintain infection control. (SIM/PR/PC)
• Maintain safety. (SIM/PR/PC)
• Provide oral self-care instruction. (PR)
• Obtain impressions and interocclusal records. (SIM/PR)
• Fabricate bleaching trays. (SIM/PR)
• Polish clinical crowns. (SIM/PR)
• Apply topical fluoride. (SIM/PR)
• Expose dental radiographs. (SIM/PR/PC)
• Assist with oral surgery and endodontic procedures. (SIM)
• Participate in dental practice practicum.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence - informed CDA practice.

3. Integrate knowledge and critical - thinking skills in CDA practice.

4. Use problem - solving strategies and decision - making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

Evaluation/Grading System

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<tr>
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Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<td>Clinical Examination</td>
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<tr>
<td>Clinical Examination</td>
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<td>Satisfactory completion as per rubrics - radiography skills (operator)</td>
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Learning Environment/Type

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<tr>
<td>C - Clinical</td>
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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. Oral Self-care Instruction
2. Impressions and Interocclusal Records
3. Tooth Whitening Techniques
4. Extrinsic Stain Removal Techniques
5. Topical Fluoride Techniques
6. Dental Radiography
7. Oral Surgery Procedures
8. Endodontic Procedures
9. Practicum

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Approved by Curriculum Committee: Jan. 19, 2016

Approved by Education Council:
Course Name: Preparation for Practice Theory 3

Course Number: DENT 3740  Number of Credits: 1.5  Effective Date: Sep 1, 2016

Course Description:
This lecture/seminar course explores professionalism and inter-professional practice within the context of a Practising Certified Dental Assistant (CDA). The role of professional associations and the regulatory requirement for continued competency and practice hours within the context of life-long learning are discussed. Principles related to dental photography and software management systems are introduced. Domestic violence, substance abuse, tobacco intervention and cessation and the role and responsibility of a dental health care professional are also explored.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History:
Revised Course

Course Pre-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504
All Term 2 courses DENT 2991, DENT 2992, DENT 2993, DENT 2994

Course Co-requisites (if applicable):
All Term 3 courses DENT 3741, DENT 3742, DENT 3743

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Graduates of the VCC Dental Reception Coordinator program may be exempt from the office management and computer software component of Preparation for Practice 3.
Instructional Strategies:
This is a lecture/seminar/case study/group work/online activities course is designed to prepare the student for the preparation phase of CDA practice.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Apply treatment planning principles for CDA scope of practice.
• Discuss ethical dilemmas within dentistry.
• Explain employment standards.
• Describe strategies for life-long learning.
• Discuss substance abuse and domestic violence and the role of the CDA.
• Explain principles related to dental photography.
• Use dental practice management software.
• Discuss intervention and cessation related to tobacco use.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
2. Apply the process of evidence - informed CDA practice.
3. Integrate knowledge and critical - thinking skills in CDA practice.
4. Use problem - solving strategies and decision - making processes in CDA practice.
5. Integrate ethics and professionalism into CDA practice.
6. Demonstrate professional responsibility and accountability in CDA practice.
7. Demonstrate a use of self - reflection to improve care and ensure quality CDA practice.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
<tr>
<td>Letter Grades</td>
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<td>C+ = 64%</td>
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Components and Weighting of the Assessment/Evaluation Plan:

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<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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<tbody>
<tr>
<td>Assignments</td>
<td>50</td>
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<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Quiz</td>
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<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam</td>
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<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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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>E - Seminar</td>
<td>39</td>
<td>small group, seminar, discussion, case study</td>
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<tr>
<td>L - Classroom</td>
<td>6</td>
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</table>

Resource Material(s):

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VCC Education and Education Support Policies

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**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Jan. 19, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Patient Assessment Theory 3

**Course Number:** DENT 3741  
**Number of Credits:** 2.0  
**Effective Date:** Sep 1, 2016

**Course Description:**
This lecture/seminar course continues to study nutrition and the relationship to oral health. Principles and exposure techniques for specialty dental radiographs and dental photography are also examined. The course emphasizes the dental procedures and management of the special needs dental patients as well as more complex dental conditions.

---

**School or Centre:** School of Health Sciences

**Year of Study:** 1st Year Post-secondary

---

**Course Pre-requisites (if applicable):**
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504
All Term 2 courses DENT 2991, DENT 2992, DENT 2993, DENT 2994

**Course Co-requisites (if applicable):**
All Term 3 courses DENT 3740, DENT 3742, DENT 3743

---

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

Students entering the program with the College of Dental Surgeons of BC. Radiography credential may be exempt from the radiography theory of Patient Assessment Theory 3.
Instructional Strategies:
This is a lecture/seminar/case study/group work/online activities course designed to provide the student with the theory to support the clinical skills for the patient assessment phase of Certified Dental Assisting (CDA) practice.

Course Learning Outcomes:
Upon completion of the course the student will be able to:
• Explain principles of image management, radiation safety and exposure of specific types of dental radiographs.
• Apply principles of nutrition with oral health assessment.
• Explain Pediatric dentistry and modifications to patient care required for children.
• Explain Geriatric dentistry and modifications to patient care required for the elderly.
• Explain modifications to patient care for specific types of special needs patients.
• Differentiate and describe dental conditions observed during dental inspections.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence - informed CDA practice.

3. Integrate knowledge and critical - thinking skills in CDA practice.

4. Use problem - solving strategies and decision - making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

7. Demonstrate a use of self - reflection to improve care and ensure quality CDA practice.
### 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+ = 64%</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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<tbody>
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<td>Assignments</td>
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<tr>
<td>Quizzes/Tests</td>
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<td>Participation</td>
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<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tr>
<td>E - Seminar</td>
<td>45</td>
<td>small group, seminar, discussion, case study</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.
• Dental Radiography
• Nutrition
• Pedodontics
• Gerodontics
• Special Needs
• Dental Conditions

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Jan. 19, 2016
Approved by Education Council:
Course Name: Planning, Implementation and Evaluation Theory 3

Course Number: DENT 3742  Number of Credits: 3.0  Effective Date: Sep 1, 2016

Course Description:
This lecture/seminar course continues to study preventive dentistry procedures and the laboratory support procedures. The dental specialties of prosthodontics/esthetic dentistry, orthodontics and periodontics are explored and discussed. The properties and manipulation of dental materials related to specialty areas are examined. An exploration of community dental health care, health promotion through group presentations and the operator role of the Certified Dental Assisting (CDA) are emphasized. Additionally, students are prepared for their final practicum rotations in a dental practice setting.

School or Centre: School of Health Sciences
Year of Study: 1st Year Post-secondary

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

Course Pre-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504
All Term 2 courses DENT 2991, DENT 2992, DENT 2993, DENT 2994

Course Co-requisites (if applicable):
All Term 3 courses DENT 3740, DENT 3741, DENT 3743

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
**Instructional Strategies:**
This is a lecture/seminar/case study/group work/online activities course designed to provide the student with the theory to support the clinical skills planning, implementation, and evaluation phases of CDA practice and the Term 3 practicum rotation.

**Course Learning Outcomes:**
Upon completion of the course the student will be able to:

- Explain principles relating to pit and fissure sealants.
- Evaluate the theories relating to tooth hypersensitivity, including treatments available.
- Explain procedures related to dental office laboratories, including pouring impressions, finishing study models, and fabrication of custom trays.
- Describe prosthodontics/esthetic dentistry procedures.
- Describe properties and manipulation of materials used in fixed and removable prosthodontics.
- Describe orthodontic procedures.
- Describe periodontics procedures.
- Integrate principles of teaching and learning strategies in a group presentation.
- Discuss principles related to extrinsic stain removal.
- Discuss community dental health and the role of the CDA in a community setting.
- Describe the role of self-reflection and peer feedback in the planning, implementation and evaluation of patient care.
- Describe protocols and expectations for the Term 3 practicum.

**Program Learning Outcomes:**
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
2. Apply the process of evidence-informed CDA practice.
3. Integrate knowledge and critical thinking skills in CDA practice.
4. Use problem solving-strategies and decision-making processes in CDA practice.
5. Integrate ethics and professionalism into CDA practice.
6. Demonstrate professional responsibility and accountability in CDA practice.
Evaluation/Grading System

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

<table>
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<th>Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>Quizzes/Tests</td>
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<td>Other</td>
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<td>Final Exam</td>
<td>35</td>
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<tr>
<td>Participation</td>
<td></td>
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</table>

Evaluation Plan:

- Written assignments
- Quiz
- Community group presentation (mandatory)
- Written exam
- Mandatory attendance as per departmental requirements (85%)

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
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<td>60</td>
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<tr>
<td>L - Classroom</td>
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<td>lecture</td>
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</table>

Total 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.
Course Topics:

1. Pit and Fissure Sealants
2. Tooth Hypersensitivity
3. Dental Laboratory Procedures
4. Prosthodontic/Esthetic Dentistry
5. Prosthodontic Materials
6. Orthodontics
7. Periodontics
8. Extrinsic Stain Removal
9. Community Dental Health
10. Self and Peer Evaluation
11. Dental Assisting Practicum

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Jan. 19, 2016

Approved by Education Council:
### Course Name:
Clinical Practice 3

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>DENT 3743</th>
<th>Number of Credits:</th>
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<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
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<td></td>
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</tbody>
</table>

### Course Description:
This final clinical course builds upon acquired skills and knowledge from Clinical Practice 1 and 2. Clinical Practice 3 provides an opportunity for the student to integrate previous and new theory with independent clinical practice in the dental clinic, laboratory settings and during a dental office practicum. This course focuses on the independent clinical role of the Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM) peer practice (PR) and patient care (PC).

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>School of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td>Course History:</td>
<td>Revised Course</td>
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</table>

#### Course Pre-requisites (if applicable):
All Term 1 courses DENT 1501, DENT 1502, DENT 1503, DENT 1504
All Term 2 courses DENT 2991, DENT 2992, DENT 2993, DENT 2994

#### Course Co-requisites (if applicable):
All Term 3 courses DENT 3740, DENT 3741, DENT 3742

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

Students entering the program with the College of Dental Surgeons of BC (CDSBC) Radiography credential may be exempt from the clinical radiography component of Clinical Practice 3.
Instructional Strategies:
Small group clinical demonstrations and instructor guided feedback practise sessions in a simulated environment (SIM), peer practice (PR) and patient care (PC).

Course Learning Outcomes:
Upon completion of the course the student will be able to:

- Maintain competence in the performance of Term 1 and Term 2 clinical skills.
- Practice as a professional. (SIM/PR/PC)
- Integrate knowledge/ problem-solve. (SIM/PR/PC)
- Maintain infection control. (SIM/PR/PC)
- Maintain safety. (SIM/PR/PC)
- Polish clinical crowns. (PR/PC)
- Apply topical fluoride. (PR/PC)
- Apply desensitizing agents. (PR/PC)
- Apply fissure sealants. (SIM/PR/PC)
- Expose dental radiographs. (SIM/PR/PC)
- Fabricate custom trays and mouthguards. (SIM/PR)
- Test pulp vitality. (SIM)
- Remove retraction cord, sutures and periodontal dressings (SIM)
- Participate in dental practice practicum.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

1. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

2. Apply the process of evidence - informed CDA practice.

3. Integrate knowledge and critical - thinking skills in CDA practice.

4. Use problem - solving strategies and decision - making processes in CDA practice.

5. Integrate ethics and professionalism into CDA practice.

6. Demonstrate professional responsibility and accountability in CDA practice.

### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
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<tbody>
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<td>Satisfactory/Unsatisfactory</td>
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<td>S = satisfactory completion of all course components</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>
</tr>
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<tbody>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Satisfactory completion as per rubrics - clinical skills (operator)</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Satisfactory completion as per rubrics - radiography skills (operator)</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Satisfactory completion as per rubrics - lab</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Satisfactory completion as per rubrics - practicum</td>
</tr>
<tr>
<td>Participation</td>
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<td>Mandatory attendance as per departmental requirements (100%)</td>
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</table>

Total

### Learning Environment/Type

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<th>Instruction Type</th>
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<td>P - Practicum</td>
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Total 336

### 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. Extrinsic Stain Removal
2. Topical Fluoride Techniques
3. Desensitizing Agents
4. Fissure Sealants
5. Dental Radiography
6. Custom Trays
7. Mouth Guards
8. Periodontal Dressing
9. Sutures
10. Pulp Vitality
11. Retraction Cord
12. Practicum

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Jan. 19, 2016

Approved by Education Council:
DECISION NOTE

January 20, 2016

PREPARED FOR: Education Council
ISSUE: C 1.4 Assignment of Credits to Courses policy and procedures

BACKGROUND: This substantially revised policy and related procedures assigns credits to courses in a systematized, objective and standard way. A lack of current policy and standards around this practice has led to variations in credit ratios between similar credentials.

DISCUSSION: Education Policy Committee struck a subcommittee to deal specifically with this important policy. An analysis of the majority of our current programs was completed to see how the new ratio calculations would impact the number of credits. What we found is that there are a few programs that will see a greater change in credits, however, the majority of programs had very little change. The most important aspect of this policy is the distribution of credits by instruction type. To simplify the calculation, Policy Committee determined that we would segment into 4 types of instruction categories: Classroom Instruction (Non-Degree and Degree), Practicum, Simulation, and Individual Learning (self-paced). Community feedback was gathered and included extensive consultation with members of the D2 committee.

RECOMMENDATION:
MOVE that Education Council approve C 1.4 Assignment of Credits to Courses policy and procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This Policy outlines a mechanism for assigning credit values to courses taught in varying modes and in various types of programs. Academic credits are assigned to courses at Vancouver Community College (VCC; the College) to reflect the learning opportunities that occur through but are not limited to classrooms, self-instructional materials, laboratories, clinical and/or work sites.

Course credits reflect a unit that gives weighting to the value, level or time requirements required in a course. Course credits are also used to assess tuition fees. It is for these reasons that credit calculations should be comparable across types of instruction for all students.

SCOPE AND LIMITS
All courses taught at Vancouver Community College including those in Continuing Studies that lead to a credential will be assigned a credit value unless this requirement is waived on the recommendation of the Vice President Academic, Students and Research and approved by the Education Council.

This Policy does not apply to Apprenticeship and non-credit programs/courses.

STATEMENT OF POLICY PRINCIPLES
1. The assignment of credits to courses needs to be clear and transparent to students, instructors and others interested in the determination of the educational value of a course.

2. The assignment of credits to courses needs to be quantifiable and applied consistently within similar areas of learning such as developmental/English as a Second Language (ESL), degrees, certificates, and diplomas.
3. Each course must state explicitly, in the course outline, the hours that are attached to each instruction type: classroom, simulation, individual learning or practicum.

4. Variations from the assignment of credit hours must be approved by the Education Council.

5. The assignment of credits to courses needs to be perceived by students, instructors and others, within the institution, as a fair measure of learning outcomes and the effort required to master the learning outcomes.

6. The assignment of credits to courses needs to be perceived externally, as reflective of a fair measure of learning outcomes and the effort required to master the learning outcomes.

7. This policy applies to all new and existing courses and programs and will be implemented according to a planned schedule. Credits within a program will be revised as a whole, not as individual courses within that program. Smaller curriculum updates to a course within a program can proceed through the curriculum development process without requiring a re-assessment of credits for the entire program.

8. The assignment of credits to courses supports students transferring credits from another institution into VCC as well as students and graduates transferring credits to other post-secondary institutions.

**DEFINITIONS**

Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

**RELATED POLICIES & LEGISLATION**

C.1.3 Granting of Credentials
C.3.3 Suspension and/or Discontinuance of Programs (in progress)
D.3.5 Prior Learning Assessment
D.3.6 Admissions
D.3.6.1 Flexible Admissions

**RELATED PROCEDURES**

Refer to Assignment of Credits to Courses Procedures C.1.4
Assignment of Credits to Courses Procedures

January 4, 2016

DEFINITIONS

Course Credit: A unit that gives weighting to the value, level or time requirements of a course taken at an educational institution.

Course: A series of learning opportunities within a specific subject area to which a final grade is assigned.

Instruction type: The teaching-learning approach and/or the place where the learning takes place.

- Classroom Instruction: Instructors work directly and continuously with groups of students using seminars, lectures, team teaching and/or on-line learning.

- Practicum: Learning experiences in an actual work setting. Student performance is either directly supervised by an instructor or by a workplace supervisor. The practicum environment facilitates the application of classroom-related and lab-related instruction.

- Simulation: Instructors and instructional support staff work directly with students in labs, shops, studios, kitchens and/or using computer-based training. The simulation environment facilitates the accomplishment of program-defined goals related to proficiency development in problem-solving and/or manipulating objects and materials.

- Individual Learning: Learning is self-paced. Instructors plan and monitor each student’s progress within a class, teach mainly on an individual basis and provide guidance and program adjustments as necessary.

PROCEDURES

1. The following table outlines the College’s recognition of credit for various instruction types:
2. The Department Leader, in consultation with their Dean, Institutional Research and the Office of the Registrar, will recommend credit assignment according to the above table, and include these credit values when developing a course outline(s) and/or a Program Content Guide (PCG).

3. Course outlines and/or PCGs will be reviewed and approved by Education Council during the curriculum development process.

4. Course outlines must explicitly state the number of hours of each instruction type used during the course.

5. A variation to the credit structure of a program may be requested by the Dean of the program area. Such a request will be made in writing to the Education Council citing rationale such as articulation, affiliation requirements, accreditation requirements, and specific program credit standards or combining two types of instruction on an ongoing basis.

6. Courses will not be assigned credit lower than one (1.0) i.e. no 0.5 credit. Course credit may be assigned full or half credit above 1.0, e.g. 1.5, 2.0, 2.5, etc... .

**RELATED POLICY**
Refer to Assignment of Credits to Courses Policy C.1.4
PREPARED FOR: Education Council

ISSUE: REVISED C1.1 Grading, Progression and Withdrawal policy and procedures

BACKGROUND:
This is a revised policy which combines C.1.1 Grading and D.4.4 Withdrawal into one comprehensive policy. This policy clearly establishes program/course grading standards, progression standards, and withdrawal requirements. Education Policy struck a sub-committee to develop this extensive policy and ensure that it was student focused and at the same time captured the breadth of courses and programs at Vancouver Community College.

DISCUSSION:
This revised policy has been in development for close to 2 years at the policy committee level. As mentioned previously, Policy Committee established a working sub-committee to tackle this extensive policy. Combining grading and withdrawal into one policy will make it easier for the college community to see how the two previously separate policies are connected. Significant changes include the adoption of a standard grading practice, which still allows for course and program flexibility. Community feedback asked that the IP grade be removed from the temporary grade section. It was also decided that RW (Required to Withdraw) be removed as this grade is prejudicial. If a student is required to withdraw than a W grade will be used instead.

After the November EDCO there was more consultation with the Registrar’s Office about the withdrawal language and standard grading scale. There were minor changes made to the grading scale and also language capturing the Registrar Office involvement in the withdrawal process.

RECOMMENDATION:
MOVE that Education Council approve C.1.1 Grading, Progression and Withdrawal policy and procedures.

MOVE that Education Council rescind D.4.4 Student Required to Withdraw policy and procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
**POLICY**

<table>
<thead>
<tr>
<th>Policy No.</th>
<th>New combines C.1.1 Grading and D.4.4 Withdrawal</th>
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<tr>
<td>Title</td>
<td>Grading, Progression and Withdrawal</td>
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<tr>
<td>Approving Jurisdiction</td>
<td>Education Council</td>
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<tr>
<td>Policy Sponsor</td>
<td>Vice President Academic, Students and Research</td>
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<tr>
<td>Last Revised/Replaces</td>
<td>** **</td>
</tr>
<tr>
<td>Effective Date</td>
<td>January 4, 2016</td>
</tr>
<tr>
<td>Signed by</td>
<td></td>
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**CONTEXT AND PURPOSE**

Vancouver Community College (VCC; the College) supports students in achieving success in their courses and programs by providing

- A framework of evaluation and a clear definition of what constitutes success in a course and/or program
- Timely feedback so that students may assess their academic status and seek help in meeting a course and/or program expectations
- Support structures and processes to assist students in achieving success
- A clear process for withdrawing from programs or courses

This policy informs the College community about the program/course grading standards; standards for progression; support for student success; and withdrawal requirements. It also enables student achievement to be recognized meaningfully beyond the institution and enables the College to make consistent decisions regarding students' progress and achievement level.

**SCOPE AND LIMITS**

This Policy applies to all students and instructors involved in VCC courses and programs.

**STATEMENT OF POLICY PRINCIPLES**

1. The College supports students in achieving success in their courses and programs.
2. The College is required to inform students about program and course standards, grading standards, and progression requirements at the beginning of each course/program. These are listed in the approved Program Content Guides and/or Course Outlines. Students may request information or clarification about standards throughout their course/program.
3. The College establishes general standards for educational progression that will apply to all VCC courses and programs and those standards will be clearly communicated to students. Students who do not meet the educational requirements for progression in
their course/program may be required to withdraw. Feedback will be timely and sufficient to allow student to assess their progress.

4. Instructors will provide assistance to students in educational difficulty and inform them of other College services available to them.

5. Changes in the grading or progression standard will not occur once a course/program has commenced unless imposed by an external governing body.

6. Instructors and departments will follow the College’s recordkeeping requirements with regard to grades and evaluative instruments, will ensure confidentiality for students, and will ensure reasonable access for students to review their work.

7. Instructors will evaluate students in a consistent and fair manner and provide timely feedback to students on their progress. Students must be given reasonable access to review their graded work.

8. Student work is evaluated according to one of the College’s approved grading standards (see Appendix A). Students must meet the grading and progression standards for the course or program in order to advance.

9. Evaluations are spread throughout the duration of a course and no single evaluation activity should count for more than 35% of the total grade assigned for a course.

10. Students may appeal a final grade through the College’s Appeal of Final Grade Policy C.1.2.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION
Legislation:
College and Institute Act, Section 24(2)(a)

Policies:
Policy A.2.1 Appeal to Education Council on Educational Matters
Policy A.3.9 Records Management
Policy C.1.2 Appeal of Final Grade
Policy C.1.3 Granting of Credentials
Policy D.4.1 Students with Disabilities
Policy D.4.6 Requirements for Student Attendance and Participation
NEW Involuntary Withdrawal (in development)

RELATED PROCEDURES
Refer to Grading, Progression and Withdrawal Procedures.
DEFINITIONS
Banner: The software system used at VCC to administer information on students, financial aid, finance, human resources and student advancement.

Course Outline: The official document that contains the essential features of a course, including course name, course number, a statement of course learning outcomes, grading system, and information regarding student evaluation methods.

Extenuating Circumstances: These include unusual events or situations typically beyond a student’s control. Such circumstances may include, but are not limited to: a death in the student’s immediate family, an illness, or an accident. Students are expected to provide documentation in support of any request made on the basis of Extenuating Circumstances. Because requests can be made for a wide range of reasons, each request will be adjudicated by the appropriate decision maker on its own merits.

Grading Standard: A measure of achievement in a course.

Mitigating Factors: The factors that a Dean will take into account if an instructor does not submit final grades within the time period identified. Extenuating circumstances including but not limited to ill health, serious family emergency and bereavement will be taken into consideration.

Official Transcript: The record of a student’s academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

Passing Grade: The grade, most often based on a calculation of assignments, that reflects satisfactory completion of a course of study.

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning
outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

**Progression Grade:**
- At a course level a progression grade is the grade required to progress to the next course.
- At a program level a progression grade is the minimum level of achievement, across a prescribed course path, required for students to continue in the program. This does not preclude the possibility that a student may also be required to achieve a minimum grade in specific course(s).

**Registration Area:** The following areas of the College are responsible for registering students into specific programs:
- Registrars’ Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

**Student Academic File:** A record held by the Registrar’s Office that contains a complete record of student academic matters at the college in accordance with prudent and acceptable standards within the field of academic records.

**Temporary Grades:** Assigned for specific or Extenuating Circumstances, temporary grades are converted to a final grade according to the grading standard being used in the course. There is one type of temporary grade: Incomplete grade (‘I’).

**PROCEDURES**

**SECTION A: GRADING**

**GRADING STANDARD:**

1. The Program Content Guide and/or Course Outlines will outline which grading standard is used by the department (i.e. Letter Grades (A-F), Percentage Grades or Satisfactory/Unsatisfactory (S/U)).

2. Departments will identify a percentage range for each grade in the PCG and Course Outline.
   a. The recommended percentage range for Letter Grades (A-F) is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
</tr>
<tr>
<td>B+</td>
<td>76-79%</td>
</tr>
<tr>
<td>B</td>
<td>72-75%</td>
</tr>
<tr>
<td>B-</td>
<td>68-71%</td>
</tr>
<tr>
<td>C+</td>
<td>64-67%</td>
</tr>
<tr>
<td>C</td>
<td>60-63%</td>
</tr>
<tr>
<td>C-</td>
<td>55-59%</td>
</tr>
<tr>
<td>D</td>
<td>50-54%</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
</tr>
</tbody>
</table>
b. The recommended percentage for Satisfactory/Unsatisfactory (S/U) is: S is equal to or greater than 70%.

c. If proposing to use a different percentage range, the Dean will ensure that these are documented with a rationale as part of the course and program approval process, and brought forward for the review and approval of Education Council.

d. Where external bodies require a different grading standard (such as reporting percentages only to the ITA), this grading standard will be reflected in approved Program Content Guides and Course Outlines.

e. If no other grading standard is identified, the recommended percentages listed above will apply.

3. Departments will identify the progression grade, if applicable, for all courses on the approved Course Outlines.

4. The grade received in the course, whether or not it meets the minimum progression grade established, will be reflected on the transcript.

5. Departments that have program progression requirements will identify them on the PCG.

6. If a program has a minimum GPA requirement or other requirement for receiving a credential, this must be identified in the PCG as well.

7. The Dean of each academic unit is responsible for ensuring that all College grading requirements, as well as any approved variations for a particular course or program, are prominently displayed in the Program Content Guide and, where applicable, in the Course Outline(s) for all programs and courses in their academic unit.

8. Department leaders will ensure that all instructors are adhering to the grading standard(s) approved in the relevant PCGs and course outlines.

RESPONSIBILITIES OF INSTRUCTORS DURING A COURSE:

9. Within the first week of a program the Program Content Guide will be provided to all students in order to review the grading standard and any other requirements.

10. Within the first week of each course, the instructor provides the Course Outline to all students and reviews the course evaluation procedures, attendance requirements and grading standard. The instructor will also inform students about other College services that are available to assist their learning and the grade appeal process.

11. Instructors are expected to administer various forms of assessment throughout the duration of a course with no single assessment activity counting for more than 35% of the total grade assigned for the course. Exceptions to this rule must be approved by Education Council and detailed in the Course Outline.

12. Instructors will plan assessments and provide feedback from these assessments in a timely manner and, whenever possible, in such a way that provides students with the opportunity to assess their academic status in the course and to seek additional help to pass the course.

13. The department/instructor will maintain individual student records in support of any grades that are assigned (i.e. assignments, tests, assessments, student meeting notes, remedial
action taken, etc.) during the course and the department will retain these records for a minimum period of one year as directed by A.3.9 Records Management Policy.

14. The instructor provides grades and graded work to students in a manner that is consistent with the Freedom of Information and Protection of Privacy legislation:
   a. Written student work must be handed back directly to the student and not left for students to retrieve in an unsecured area.
   b. Student grades and instructor comments must be placed in an area of the student’s work that is not directly visible by others (e.g. inside pages).
   c. Student grades must be handed back directly to the student or entered to a College-approved, secure, on-line environment.
   d. Student grades must not be posted, even with the sole use of identification by student numbers.
   e. Students must be given reasonable access to review their graded work. In the event that work is not being returned permanently (such as a final examination), students have the right to view their work in the presence of a College employee for a reasonable period of time.

SUBMISSION OF FINAL GRADES:

15. Instructors will report final grades to the Registrar’s Office by entering them into Banner within five (5) working days of the last day of classes or the final evaluation (whichever comes last), unless there are mitigating factors. In such cases, the Dean/Director may extend the reporting period. This timeframe may also be impacted by external governing bodies.

16. Final grades will usually be reported as a letter grade but can be reported in other ways, such as a percentage or as both a letter grade and a percentage.

17. Deans and Department Leaders will be advised by the Registration Area when final grades have not been submitted by the deadlines.

GRADE CHANGES:

18. There are three circumstances for which grades can be changed: (1) through the conversion of a temporary grade to a final grade; (2) through a final grade appeal; and (3) a grade entry error.

19. There is one temporary grade: Incomplete (I) grades.
   a. Please see “Temporary Grades” section of these procedures below.

20. Students may appeal a final grade through C.1.2 Appeal of Final Grade Policy.

21. If a grade is entered into Banner incorrectly, the instructor will complete a “Change of Grade” form available online from the Registrar’s Office to request a correction.
RESPONSIBILITIES OF REGISTRAR’S OFFICE:

22. Letter grades will be converted to a grade point average by the Registrar’s Office according to a Grade Designation Chart attached as Appendix A.

23. The Registrar’s Office is the sole authority for official communication with students concerning their academic record, final grades, and official transcripts.

SECTION B: PROGRESSION

24. In order to progress to the next level/term of a program:
   a. The student must achieve the minimum progression grade as listed in the approved Course Outline and/or Program Content Guide.
   b. The student must obtain a minimum Weighted Grade Point Average (defined in Appendix B) of 2.00, unless a higher Weighted Grade Point Average is specified in the approved Course Outline and/or Program Content Guide.
   c. A student, who has enrolled and failed a course twice, may be allowed to enroll in it a third time only with written permission from the relevant Dean/Director (or delegate). The student will receive a written agreement detailing any special considerations or conditions, and a copy is kept in the Student Academic File.

25. In Progress (IP)
   a. ‘In Progress’ grades can be used for students in courses whose content and/or methodology allows a student to complete the course over an extended timeframe (i.e. self-paced courses, beyond one term or session, etc.).
   b. Students must be making satisfactory progress which can be measured by the assessment methodology/course rubric for an instructor to use an ‘IP’ grade.
   c. The student may appeal an ‘IP’ grade through C.1.2 Appeal of Final Grade Policy.

TEMPORARY GRADES:

26. Incomplete (I)
   a. Prior to the end date of a course, students may request an ‘I’ grade when, due to Extenuating Circumstances, they are unable to complete a course within the scheduled course dates.
   b. If the instructor of the course agrees, an ‘I’ contract between the student and the instructor will be established. An ‘I’ contract acts as an extension of the due date(s) of the individual tests, assignments, essays or other learning activities stipulated in the ‘I’ contract, and is not meant to disregard any course work the student has already completed.
   c. The ‘I’ contract:
      i. Explicitly states what course work (assignments, tests, projects, etc.) must be completed.
ii. States a completion date of not more than two months beyond the course end date. Permission for a completion date beyond these parameters must be approved by the Associate Registrar.

iii. Is signed by the student and the instructor.

iv. Is submitted by the instructor to the Registrar’s Office to be included in the Student’s Academic File, and copied to the Department Leader and to the student.

d. At the conclusion of the ‘I’ contract:
   i. The instructor will mark the ‘I’ Contract course work that has been submitted by the student.
   
   ii. Any course work that has not been submitted by the deadline will receive a zero.
   
   iii. The instructor will calculate the student’s overall course grade including all previous course work submitted in addition to the completed ‘I’ Contract course work. The instructor will record the student’s overall course grade on the ‘I’ Contract.
   
   iv. If, and only if, the PCG stipulates that all course work must be completed for a student to receive a passing grade, and the student does not complete all of the course work, the instructor will assign a ‘F’ grade as the final grade for the course.
   
   v. The instructor will forward the results to the Registrar’s Office for conversion of the ‘I’ grade on the Student’s transcripts to a final grade for the course as reflected on the ‘I’ Contract.

e. The student may appeal the final grade through C.1.2 Appeal of Final Grade Policy.

TIME LIMIT TO COMPLETE A CREDENTIAL

27. VCC programs may establish a maximum time limitation for students to complete a credential to ensure student skills and competencies are both up to date and relevant. The time limitation must be listed in the approved Program Content Guide for the credential. Please see C.1.3 Granting of Credentials Policy and Procedures for additional details.

28. Student requests for exceptions from a maximum time limitation will be reviewed by the Registrar’s Office and the relevant Dean. The Dean will consult with the Department Leader and any other relevant unit (i.e., Student Services such as Disability Services), and make a recommendation to the relevant Vice President Academic, Students and Research (or designate), who makes the final decision.

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. Withdrawal deadlines typically align with the time in which 75% of a course has been completed. 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 a form available from the Registrar’s Office.

33. After the withdrawal deadline, a student may request to withdraw from a course by submitting a form available 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 (or delegate) 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 withdrawal 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 be handled by not assigning a progression grade.
   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.

RELATED POLICY
Refer to Grading, Progression and Withdrawal Policy.
## Grade Designation Charts

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></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></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></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*see note below</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Refer to Program Content Guide for progression grade.  
**Refer to Program Content Guide for percentage range associated with letter grades, if applicable.  
***All Industry Training Authority-funded courses will be graded in compliance with the most current ITA Standards.
CALCULATION OF WEIGHTED GRADE POINT AVERAGE:

The grade point average is a weighted average and is calculated as follows:

Grade Point Average (GPA) is calculated by multiplying the grade points associated with the letter grade assigned for a course by the number of term credit value assigned to that course, adding those values for all courses taken, and dividing the result by the total number of term credit hours taken. Some types of grades (such as withdrawals) are not included in the calculations; please see Appendix A.

Term Grade Point Average (TGPA) is the GPA calculated for all courses taken in a specific term.

Cumulative Grade Point Average (CGPA) is the GPA calculated over all the courses in which the student has been enrolled. All attempts at a course are calculated into the GPA as separate courses.

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 (refer to example of calculation below)
3. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or term.
4. If a course is repeated to replace a failed or other grade, the higher grade will be used to calculate cumulative and program/term grade point average or to determine standing.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
<th>LETTER GRADE</th>
<th>GRADE POINTS</th>
<th>GRADE POINTS X CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>A-</td>
<td>3.67</td>
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</tr>
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<td>2</td>
<td>3</td>
<td>B+</td>
<td>3.33</td>
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<tr>
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<td>A</td>
<td>4.00</td>
<td>8.00</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>C</td>
<td>2.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Totals</td>
<td>15</td>
<td></td>
<td>44.32</td>
<td>44.32</td>
</tr>
</tbody>
</table>

Weighted Grade Point Average = 44.32/15 = 2.95
Title: Student Required to Withdraw Policy  
Effective Date: September 8, 1998  
Policy Category: Education Support  
Number: D.4.4

Student Required to Withdraw Policy

Purpose
To provide procedures for instructors and department heads who require a student to withdraw from a course or program for failing to meet established requirements.

Policy
The College will require to withdraw from a program or course when they do not maintain established progress or attendance standards. This action will only be undertaken after appropriate remedial assistance has been attempted and documented.

Applies to
All VCC students.

Procedures
1. At the beginning of each course or program, the instructor will give students a written course outline. The outline will set out expectations and requirements, including attendance. The outline will also include grade appeal procedures.

2. The instructor will periodically evaluate performance and attendance and inform students of their progress.

3. If students require remedial assistance, the instructor will make appropriate referrals to college services. The onus is on the students to follow through with the referral.

4. Instructors will document action taken to assist students with meeting program or course requirements.

5. Instructors will notify the department head of any student who is required to withdraw, identifying reasons and remedial action taken. The department head will notify the Registrar’s Office in writing stating the reasons.
6. The Registrar’s Office will notify the student, in writing, stating the reasons their registration has been terminated. The Grade RW (required to withdraw) will be recorded on the student’s official transcript.

**Replaces**

Policies 2.2.07 Attendance and Absenteeism, 2.2.08 Student Discontinuance for Failure to Meet Program Criteria, and 2.4.4.2 Student Discontinuance for Failure to Meet Program Criteria.
1. Policy Sponsor
   Registrar

2. Approvals:
   President ____________________________  Date:____________________
   Education Council Chair ________________  Date:____________________
   Operations Council Chair ________________  Date:____________________
   Board Chair ____________________________  Date:____________________

3. Amendments
   President ____________________________  Date:____________________
   Education Council Chair ________________  Date:____________________
   Operations Council Chair ________________  Date:____________________
   Board Chair ____________________________  Date:____________________

4. Review Date
PREPARED FOR: Education Council

ISSUE: C3.1 Program Advisory Committees Policy and Procedures

BACKGROUND:
C3.1 has been revised by Education Policy Committee due to feedback that the current policy is cumbersome and too onerous for PAC’s to effectively carry out their mandates.

DISCUSSION:
The revised policy and procedures presented to EDCO reflect a more streamlined PAC policy that recognizes the volunteer contributions and time commitment required by PAC members. Key changes to the procedures include:

- Allowing one PAC for clusters of programs
- Remove some administrative responsibilities of the Chair so that the Chair can focus on chairing meetings
- Remove the requirement to meet at least twice per year
- Allow Department Heads and Deans to approve members of the PAC

It is felt that these changes will ensure PAC’s can remain effective in providing strategic input to programs.

RECOMMENDATION:
MOVE THAT Education Council recommends the Board of Governors approve the C3.1 Program Advisory Committees Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
C.3.1 Program Advisory Committee

Policy No. C.3.1
Title Program Advisory Committee
Approving Jurisdiction Board of Governors
Policy Sponsor President
Last Revised/Replaces
Effective Date May 29, 2013
Signed by

CONTEXT AND PURPOSE

One of the cornerstones of the educational programs of Vancouver Community College (VCC) is a strong connection to the employment and community sector each program serves. Program Advisory Committees (PACs) provide that connection.

PACs are constituted to provide strategic advice and assistance to a VCC program or group of programs. They provide guidance on overall trends that may affect the curriculum and employability of VCC graduates. This could include an understanding of the skills and abilities employers and community are likely to require in the future, the potential effects of technological change, changes to methodologies used by employers, and advocacy on issues affecting the College and its mandate, etc.

Each PAC will submit an annual report to the Vice President Academic, Students and Research, which summarizes the activities and recommendations of the PAC. The Vice President will prepare a summary report for the President, the Board of Governors and Education Council.

SCOPE AND LIMITS

This Policy, and related Procedures, applies to any course of studies that leads to a VCC credential, or an area of study for which a program advisory committee is deemed by the College to be appropriate.

STATEMENT OF POLICY PRINCIPLES

1. The mandate of the College (VCC) is to respond to the needs of the communities and stakeholders it serves; as such, VCC values the strategic input and advice of community members and other relevant stakeholders who have an interest in the College’s programs and graduates.
2. Program Advisory Committees (PACs) will normally be composed of members of the respective industry who will assist the College in identifying the need for various educational and training programs and maintaining the relevancy and currency of these programs.

3. The focus of PACs will be on strategic issues that inform matters of enrolment, program development, program content and standards, student success, employment of graduates and other, related matters. PAC’s will also provide formal input into the Program Renewal process to guide the College in areas of employment opportunities for graduates and modifications to program content/delivery to meet future requirements in the workplace.

4. A PAC’s advice will normally advance through the appropriate co-governing bodies within legislated requirements of the College & Institute Act. In addition, the Vice President, Academic & Student Services will prepare a summative report on an annual basis for the President, Board of Governors and Education Council.

DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION

LEGISLATION

College and Institute Act, Section 23(1)(i)

POLICIES

C.3.2 Program Review and Renewal

RELATED PROCEDURES
Refer to C.31 Program Advisory Committee Procedures.
DEFINITIONS

**Program:** For the purpose of this Policy and Procedures, “program” includes any course of studies that leads to a VCC credential or “program cluster” as determined by the College or area of study for which a Program Advisory Committee is deemed to be appropriate.

PROCEDURES

The Procedures that follow have been organized under the following headings: Program Areas; Identification of Members; Appointment of Members; Terms of Reference (Committee and Chair); Conduct of Meetings; Role of College Employees; Board and College Liaison and Communication; Miscellaneous.

PROGRAM AREAS

1. It is expected that most “programs” will have a Program Advisory Committee (PAC).
2. The Dean in consultation with the Department can put forward a recommendation to the Vice President Academic to consider a cluster of programs in order to manage internal resources and PAC member availability effectively.

IDENTIFICATION OF MEMBERS

3. PAC composition will be decided by the Dean and Department taking into consideration size of the program and possibility of clustering like program areas.
4. Potential members are identified through consultation with a variety of groups. Members appointed will represent a broad and balanced range of constituencies served by the program, such as the employment community, current practitioners, alumni who have worked in the industry for several years, professionals in regulatory bodies, and possibly a student currently enrolled in the program. Names of potential members should be forwarded to the Dean of the relevant program(s).
5. Deans will, within a reasonable time period, make an initial, formal contact with each nominee to solicit their interest and agreement to let their name stand prior to submitting their recommendation to the Vice President Academic.
APPOINTMENT OF MEMBERS

6. A PAC New Member Appointment Form must be completed and signed by the Dean, in consultation with the Department Leader/Program Head, and be accompanied by a brief background of the candidate. The form will be forwarded to the Vice President Academic who will send an official letter of appointment to the new PAC member.

7. Where possible, appointments are made for a three year period, which may be renewed for a second term. Terms should be staggered whenever possible to provide continuity. Appointments extending beyond 2 terms (6 years) will be considered by the Vice President Academic based on their individual merits.

8. The Vice President Academic office will maintain a master list of PACs including membership, affiliation, and term of office.

TERMS OF REFERENCE (COMMITTEE AND CHAIR)

10. Program Advisory Committees provide strategic advice to the program(s) they represent in several important ways:

   a. Provide advice to the program(s) for which they have been appointed including the following:
      - Ensuring a flow of well-trained and educated graduates into the community
      - Standards for programs and services
      - The knowledge base and competencies expected of program graduates including new technological advances
      - Requirements for work experience, co-operative or other types of experiential learning
      - Trends in the requirements of the sector including knowledge and practical skills
      - Emerging labour market trends
      - Ways to raise public awareness of the program and ways in which the program and its graduates can enhance their impact on the sector

   b. Act as community ambassadors for the College and the programs they represent by promoting interest in the College and raising the profile of its programs and services

11. The PAC Chair is elected from among the appointed members of the PAC and will normally serve for a period of two years. The Chair will perform the following functions:

   a. Chair the meetings and ensure that meetings are conducted in an orderly and business-like fashion (refer to Appendix F – suggested role of chair);

   b. Ensure that the PAC evaluates its own performance at least once every two years. A suggested PAC performance evaluation template is provided in Appendix D.

   c. Represent the PAC in presentations to the Board.

12. PAC members who exhibit a pattern of lack of attendance or lack of contribution to PAC deliberations may be replaced by another candidate. Removal of a PAC member will be initiated by the Vice President Academic.

13. The Dean in consultation with the Department Leader and Chair of the PAC, will perform the following functions:
a. Ensure PAC meeting is scheduled at least once each year, agendas are prepared, notice of meetings are served and agenda material is distributed;
b. Ensure that minutes are prepared and distributed promptly and that action items are followed up;

CONDUCT OF MEETINGS
14. Each PAC will meet a minimum once a year with the option for additional meeting when the need arises.
15. A notice of meeting and agenda will be distributed to PAC members at least two weeks prior to the date of the meeting.
16. The Chair will preside over all meetings; in their absence, an acting chair will be identified by PAC members.
17. A quorum will consist of 50% of appointed members.
18. In the event of a dispute about the conduct of the meeting, Roberts’ Rules of Order will take precedence.
19. Refreshments funded out of the Dean’s budget will be provided at PAC meetings. A light meal may be provided if the meeting is scheduled during meal time hours.

ROLE OF COLLEGE EMPLOYEES
20. College employees cannot be members of the PAC and do not have a vote, but attend PAC meetings as a resource.
21. The Dean of the relevant program(s) is expected to provide support and assistance to the PACs as follows:
   • Identify potential PAC members
   • Orient newly-appointed members (see orientation package)
   • Liaise with the PAC Chair to identify issues, develop agendas
   • Ensure administrative support is provided to call meetings, circulate agendas and related materials, arrange for presentations, ensure that minutes are taken
   • Prepare reports and presentations that address agenda items
   • Provide updates regarding major College strategies and issues as well as issues that may impact on the program and its students and graduates
   • Identify ways to recognize PAC members and their contribution to the program and College
   • Ensure that PAC members are informed about the disposition of issues raised within PAC meetings.
22. Department Leaders in consultation with the department will identify potential members to the Dean; communicate information arising from PAC meetings to the department; work the PAC Chair and Dean on action items.
23. Department Leaders in consultation with the department and dean will prepare a summary of the PAC meetings as part of the Annual Program Review process (Policy C.3.2). The summary should include PAC advice on program development, review and effectiveness; changes/trends in business and industry affecting programs, students and graduates; technical implications of changes/trends; employment prospects, other.
BOARD AND COLLEGE LIAISON AND COMMUNICATION

24. The Board may arrange a meeting periodically, between the Board and PAC Chairs to solicit feedback on sector issues and to share information about developments at the College.

25. In order to engage PAC members with the College, PAC members will be provided with regular updates on events and developments at the College; PAC members may also be invited to participate in select College events.

26. The College will develop various ways to provide recognition of PAC member contributions to the College; for example, a College pin identifying their role.

27. The Vice-President Academic, Students and Research will prepare on an annual basis a summary report regarding the activities of the College’s PACs with particular reference to any substantive issues raised, recommendations arising from such discussions and action items arising from recommendations for the President, the Board and Education Council.

MISCELLANEOUS

28. Parking costs will be reimbursed upon presentation of PAC member receipts to the Dean of the program area.

FORMS ASSOCIATED WITH THIS PROCEDURE

APPENDIX A: Welcome Guide including sample agenda, notes, FAQs
APPENDIX B: PAC one page overview
APPENDIX C: New Member Appointment Form
APPENDIX D: Evaluation of PAC Performance Template
APPENDIX E: Sample PAC Annual Report
APPENDIX F: Suggested role of PAC Chair

RELATED POLICY

Refer to C.3.1 Program Advisory Committee Policy.
INFORMATION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: January 27, 2016

ISSUE: Education Council Chair Report to Board of Governors

PROGRAM REVIEW AND RENEWAL STANDING COMMITTEE

Education Council is forming a Standing Committee for Program Review and Renewal. An ad hoc committee is developing terms of reference that will be finalized in the next few months. Working with the Vice President, Academic, Students, and Research, this committee will be reviewing all annual program reviews completed by department leaders, and program renewals that every program completes every 5-7 years.

The goal of this committee will be ensure that reviews and renewals are being completed regularly and systematically, and that action plans are identified and enacted. Department leaders have been required to complete annual program reviews, but prior to this year, this work has been largely ignored. The committee will work to identify trends and make recommendations to Education Council and the College administration around setting institutional priorities. The work of this committee will be timed to fit into the planning cycle being developed by VP-Finance Marlene Kowalski and VP-Academic Kathryn McNaughton, to avoid duplication of effort by deans and department heads.

EDUCATIONAL POLICY DEVELOPMENT

This is an update on educational policy development since June 2015.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Status</th>
<th>Target Completion</th>
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<tbody>
<tr>
<td>Policies Recently Approved / To Be Approved</td>
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<tr>
<td>C.3.14 Curriculum Development and Approval</td>
<td>Approved by BoG-October 2015</td>
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<td>C.3.4 Changes to Length or Hours for Courses or Programs</td>
<td>Rescinded by BoG-October 2015</td>
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<tr>
<td>C.3.6 Course and Program Documentation</td>
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<td>C.1.1 Grading, Progression,</td>
<td>To Be Approved -</td>
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<td>Policies Currently Under Review at Policy Committee</td>
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<tr>
<td>C.3.2 Program Review and Renewal</td>
<td>The Program Review and Renewal Cmte reviewing policy language</td>
<td>September 2016</td>
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<tr>
<td>C.3.3 Criteria for cancelation of Programs leading to Certificates, Diplomas or Degrees</td>
<td>Has gone out for community feedback. Small working group formed (including VP-Academic and Chair of Policy Cmte) to review and make revisions</td>
<td>May 2016</td>
</tr>
<tr>
<td>D.1.3 Copyright</td>
<td>Out for community feedback</td>
<td>March 2016</td>
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<tr>
<td>D.1.5 Use of Library Resources</td>
<td>Out for community feedback</td>
<td>March 2016</td>
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<tr>
<td>D.3.5 Prior Learning Assessment and Transfer Credit Policy</td>
<td>Split into two policies: (1) Prior Learning Assessment and (2) Transfer Credit</td>
<td>May 2016</td>
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<tr>
<td>D.3.10 Aboriginal Education Enrolment Policy</td>
<td>To Policy Cmte in February</td>
<td>June 2016</td>
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<tr>
<td>D.6.1 Off Campus Use of College Equipment</td>
<td>To Policy Cmte in February</td>
<td>April 2016</td>
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**Policies Identified as Priorities**

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<tr>
<td>A.1.2 Student Appeals to the College Board</td>
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<td>C.1.2 Appeal of Final Grade</td>
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<tr>
<td>C.3.9 Degree Standards</td>
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<tr>
<td>D.1.1 Education Services Review</td>
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<tr>
<td>D.1.2 Selection of Instructional and Library Materials</td>
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<tr>
<td>D.4.2 Complaints about Instruction, Services, and Employees</td>
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**SUMMARY OF CURRICULUM APPROVALS**

Education Council and Curriculum Committee approved the following curriculum from July to December 2015.

*Education Council approved:*

- Changes to the courses PSYC 1100 and PSYC 1200
- Changes to the course BIOL 1200
- Changes to the course CNSK 1401
- The new course COMP 0740 Introduction to PowerPoint
• Changes to the program and courses of the Computer Science and Software Systems Certificate
• Changes to the program and courses of the University Transfer Engineering Certificate
• Changes to the program and courses of the Baking Apprentice program
• Changes to the program and courses of the Baking Foundations Certificate
• Changes to the courses LINC 1 – 6
• Changes to courses in the Legal Administrative Assistant Certificate

*Curriculum Committee approved:*
• Revised course outlines for LINC 0607F, LINC 0607H, LINC 0608F, and LINC 0608H
• Revised course outlines for ACRD 2100, ACRD 2200, and ACRD 2235
• Revised course outlines for VOVI 0730 Basic Keyboarding and VOVI 0810 Basic Microsoft PowerPoint

PREPARED BY:  Todd Rowlatt  
Chair, Education Council

DATE:  19 January 2016