<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>April 12, 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>March 8, 2016 Minutes, March 29, 2016 Minutes</td>
<td>Approval</td>
<td>3-8</td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
<td>None</td>
<td></td>
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<tr>
<td>5.</td>
<td>Business Arising</td>
<td></td>
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<tr>
<td></td>
<td>a) Contract Training Update</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td>Contract Training Reports</td>
<td>Information</td>
<td>11-17</td>
</tr>
<tr>
<td></td>
<td>b) Update on CD Funded Projects</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>Information note, reports</td>
<td>Information</td>
<td>18-25</td>
</tr>
<tr>
<td></td>
<td>c) PIDP Partnership Agreement</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>d) New Program Proposal - Denturist</td>
<td>15 min</td>
<td>Debbie Sargent</td>
<td>New Program Proposal</td>
<td>Recommendation</td>
<td>27-142</td>
</tr>
<tr>
<td>6.</td>
<td>Committee Reports</td>
<td></td>
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<tr>
<td></td>
<td>a) Curriculum Standing Committee i)</td>
<td>10 min</td>
<td>Carrie Leggatt</td>
<td>Decision note, curriculum documents</td>
<td>Decision</td>
<td>143-152</td>
</tr>
<tr>
<td></td>
<td>ii) Renal Dialysis Technician</td>
<td>15 min</td>
<td>Rebecca Bennett</td>
<td>Decision note, curriculum documents</td>
<td>Decision</td>
<td>153-183</td>
</tr>
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<td></td>
<td>Citation</td>
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<td></td>
<td>iii) Fashion Design &amp; Production</td>
<td>15 min</td>
<td>Andrea Korens</td>
<td>Decision note, curriculum documents</td>
<td>Decision</td>
<td>184-334</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
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<td></td>
<td>b) Education Policy Committee i)</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision note, policy, procedures</td>
<td>Recommendation</td>
<td>335-339</td>
</tr>
<tr>
<td></td>
<td>ii) Use of Library</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Decision note, policy, procedures</td>
<td>Recommendation</td>
<td>340-346</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
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<td></td>
<td>c) Appeals Oversight Committee</td>
<td>5 min</td>
<td>Debbie Sargent</td>
<td>Verbal report</td>
<td>Information</td>
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</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
<td>Action</td>
<td>Pages</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>15 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Decision Note, Terms of Reference</td>
<td>Decision</td>
<td>347-349</td>
</tr>
<tr>
<td>8.</td>
<td>Member Reports</td>
<td>2 min</td>
<td>Todd Rowlatt</td>
<td></td>
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<tr>
<td>9.</td>
<td>Pending Items</td>
<td></td>
<td>Todd Rowlatt</td>
<td>None</td>
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<tr>
<td>11.</td>
<td>Next meeting</td>
<td></td>
<td>Todd Rowlatt</td>
<td>May 10, 3:30-5:30, 240 DTN</td>
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<tr>
<td>12.</td>
<td>Adjournment</td>
<td></td>
<td>Todd Rowlatt</td>
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</tr>
</tbody>
</table>
## Vancouver Community College
### EDUCATION COUNCIL
### MEETING MINUTES - DRAFT
March 8, 2016, 3:30-5:30 pm, Room 5025 BWY-A

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30 p.m.</td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by J. Zakoor and seconded THAT the minutes of February 9, 2016 be adopted. Minor changes were recommended. K. McNaughton provided an update on ABE transition funding, indicating that there will not be more funding on the way. She is working with the Foundation to find additional opportunities to support students. All in favour of revised minutes. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>J. Weiten asked for an update on the School reorganization. K. McNaughton explained that there have been meeting with Deans and Department Leaders in all areas, with the goal to bring together programs that enhance collaborative and interdisciplinary learning, and where courses can be used more effectively. An announcement will be made late next week.</td>
</tr>
</tbody>
</table>
| 5.   | Business Arising | **a) Academic Plan Presentations**  
School of Health: D. Sargent  
Key initiatives include: successful accreditations, advancing technology, dual credit programming, new programs in development, new partnerships/initiatives.  
School of Music, Dance & Design: D. Sargent  
Key initiatives include: curriculum development of Music programs, Jewellery Art & Design, Drafting (CAD and BIM), Hair Design/Esthetics and Digital Graphic Design.  
School of Hospitality and Applied Business: D. Sargent  
Key initiatives include: Hospitality revisions to executive cohort, developing new partnerships  
School of Trades: D. Innes  
Key initiatives include: new Culinary Arts curriculum, new partnerships, redesign of Auto Trades |
<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>and expand access, pilot electronic text books in Trades, additional offerings in Culinary and Baking.</td>
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<td><strong>Centre for Continuing Studies and Contract Training: G. McIvor</strong></td>
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<tr>
<td></td>
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<td>Key initiatives include: delivery a superior student educational experience, enhanced instruction, instructional strategy and educational technology, delivery superior services</td>
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<td><strong>Student Services: Craig McGuigan</strong></td>
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<td>Key initiatives include: align student services divisions, establish a disability services division, converge student services reception activities, increase prospective and current student follow up, collect data on student services efficiency, operational consistency, enhance student life activity, update peer helping program, student mental health and wellness.</td>
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<td><strong>Information Technology: P. Gregorowicz</strong></td>
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<td>Key initiatives include: establish IT as a “service”, input normalization, increase business analysis function</td>
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<td><strong>Comments and questions:</strong></td>
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<td>T. Rowlatt asked if metrics should be included with blanket statements like “increase partnerships” in the Academic Plan? K. McNaughton commented that this level of detail is part of the department plans, which will be available in early April.</td>
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<td>M. Tunnah asked for more detail on additional offerings in Culinary and Baking. D. Innes responded that conversations have just started. The kitchens are not available until the Fall. Research is being done on what other institutions are offering and what is successful.</td>
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<td></td>
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<td>T. Rowlatt commented that the Continuing Studies plan lacks some specificity with regard to identify new programs. G. McIvor commented that the strategic approach is to expand current programming through program review and rejuvenating existing programs. Some new program ideas have been identified. T. Rowlatt asked that these be captured in the Plan.</td>
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<td>P. Yeung asked for more information on the student activity fee. C. McGuigan replied that this is going to the Board for approval. This fee will allow us to create some student life which is lacking</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>at VCC. The fee will be mandatory.</td>
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<td>J. Weiten asked if there is a mechanism in place to ensure the student activity fee actually goes toward student activities. C. McGuigan responded that there will be a distinct budget line and they are developing what staffing and support would look like.</td>
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<td>J. Weiten commented that she has concerns regarding the consolidation of all assessment activities at the assessment centre. There are solid educational reasons for keeping some assessments within departments, particularly literacy and ABE students. This is likely also true for departments in Adult Special Education (DHH, Visually-Impaired and CACE). Students should not have to pay for an assessment to get into a literacy or numeracy class or if that fee acts as a barrier to upgrading. C. McGuigan responded that a consolidated approach will allow for Student Services to record and track interest in a program, assessment outcome and follow up that could help prospective students into the program or perhaps find a more suitable program.</td>
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<td>T. Thomson commented that assessment services are meant to be used as a placement for students, not meant for revenue generating activity. She would like to see flexibility with how it can move forward. There might be some areas where it would not be appropriate, e.g. literacy and ABE. One blanket approach should not be taken here.</td>
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<tr>
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<td>T. Rowlatt voice concern about the number of fairly substantial plans for Student Services, and is worried about achievability. C. McGuigan responded that they are moving forward with ambition because the College needs to respond quickly to the issues at hand, such as decreasing enrolment.</td>
</tr>
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<td>R. Cyr commented that the Annacis Island campus is often forgotten in these plans and asked that consideration be given when evaluating resources and support. They are getting more and more people walking in off the street requesting information about the College and there are no resources to support that.</td>
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<td></td>
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<td>J. Weiten asked for clarification on “IT Functional Boundaries”. P. Gregorowicz responded that there is a gap between what IT is supporting and what is should be supporting. There is no culture for faculty or students to interact with IT and this is a gap that IT cannot solve on its own.</td>
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<tr>
<td>Item</td>
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<td>Discussion</td>
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<tr>
<td>6.</td>
<td>2016/17 Enrolment Plan</td>
<td>T. Rowlatt suggested members bring additional comments and questions to the next meeting.</td>
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<td>K. McNaughton presented the revised plan, noting that this is the first time that FTEs have been tied to the budget process. B. Beacham added that the terminology has also changed from “projected” to “budget” to align with finance.</td>
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<td>N. Coles asked if there has been any thought given to capturing numbers for services, such as counselling. B. Beacham responded that this will be part of the Service Plan.</td>
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<td></td>
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<td>D. Sargent noted that the budgets figures of FTEs show what we are expecting to bring in on day 1 but not what we will actually bring in. In future reports, could we get the projected and actual? B. Beacham commented that what we projected last year is inflated because we are now using that field differently. He is working with Registrar’s Office on capacity and attrition is a good piece to add. As these reports are we can include this, especially for the current year.</td>
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<td>T. Rowlatt asked if Department Heads are involved in determining these numbers. B. Beacham responded that the Deans are involved and the expectation is that Department Heads are as well.</td>
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<td></td>
<td>D. Sargent commented that the engagement of Department Heads is around headcount and student numbers. Those numbers get put into the Banner and all courses for each program are identified, student numbers get entered and FTE gets spit out. Sometimes FTE does not make sense because the formulas are different for different programs.</td>
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<td></td>
<td>M. Kowalski commented that a budget is a snapshot and as things start to roll you begin to examine variances and then begin forecasting.</td>
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<tr>
<td>c)</td>
<td>Contract Training Update</td>
<td>This item was tabled to the next meeting.</td>
</tr>
<tr>
<td>6.</td>
<td>Committee Reports</td>
<td>D. Branter presented this proposal noting the change to the name of the Accelerated Program to Executive Cohort and Four Term Program to Regular Cohort. Additional small changes were made to the admission requirements and some typographical errors were corrected.</td>
</tr>
<tr>
<td>a)</td>
<td>Curriculum Committee</td>
<td><strong>Motion</strong>: Moved by D. Branter and seconded THAT Education Council approve changes to the Bachelor of Hospitality Management Program Content Guide.</td>
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<tr>
<td>Item</td>
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<td>Discussion</td>
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<tr>
<td>b)</td>
<td>Education Policy Committee</td>
<td>All in favour. <strong>Motion carried.</strong></td>
</tr>
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<td></td>
<td>i) D.6.1 Borrowing College Equipment</td>
<td>M. Tunnah presented this policy, requesting that it be approved to go out for community feedback. Council members identified concerns regarding an employee’s responsibility to replace lost, stolen or broken equipment if it is being used for work-related purposes. D. Wells suggested extending procedure #5 to include language such as “pursuant to ...”, which would indicate that the liability may vary from situation to situation. Members approved this policy to be posted for community feedback.</td>
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<td></td>
<td>ii) C.1.2 Appeal of Final Grade</td>
<td>M. Tunnah presented this policy, requesting that it be approved to go out for community feedback. D. Sargent expressed concern over the timelines, indicating that they longer time frames could impede student progress. She suggested that the process be defined more clearly. Members approved this policy to be posted for community feedback.</td>
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<td></td>
<td>c) Appeals Oversight Committee</td>
<td>This item was tabled to the next meeting.</td>
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<td></td>
<td>d) Program Review and Renewal Ad Hoc Committee</td>
<td>This item was tabled to the next meeting.</td>
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<tr>
<td>7.</td>
<td>Chair Report</td>
<td>This item was tabled to the next meeting.</td>
</tr>
<tr>
<td>8.</td>
<td>EDCO Member Report</td>
<td>No report</td>
</tr>
</tbody>
</table>
| 9.   | Pending Items | a) Certified Dental Assisting-Distance  
       |         | b) Annual Planning Calendar  
       |         | c) EDCO Annual Report 2015 |
| 10.  | Next meeting | April 12, 2016, 3:30-5:30, Room 5025, BWY-A |
| 11.  | Adjournment | The meeting adjourned at 5:40 p.m. |

**ATTENDEES:**
- Todd Rowlatt
- Debbie Sargent
- Charly Jadranin
- Rick Cyr
- Jo-Ellen Zakoor
- David Wells
- Nona Coles
- Paul Yeung
- Kathryn McNaughton
- Dave McMullen
- David Branter
- Elle Ting
- Elle Ting
- Taryn Thomson
- Jan Weiten
- Mike Tunnah
- Leah Nusgart
- Janet Theny
GUESTS: Dennis Innes Gordon McIvor Craig McGuigan Peter Gregorowicz
        Michael Tittel Brian Beacham Marlene Kowalski

RECORDING SECRETARY: Nicole Degagne

Todd Rowlatt, Chair
VCC Education Council
<table>
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<tr>
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 2:00 p.m.</td>
</tr>
<tr>
<td>2.</td>
<td>Review Agenda</td>
<td>To review and discuss the 3-Year Academic Plan 2016-2019 and the Enrolment Plan 2016-17, and provide a recommendation to the Board.</td>
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<tr>
<td>3.</td>
<td>Academic Plan</td>
<td>Comments:</td>
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<td></td>
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<td>• The ongoing concern regarding the Student Services initiative to consolidate assessment activity with the Assessment Centre was reiterated. K. McNaughton commented that this is a living document and there will be opportunities to evaluate progress and provide feedback. T. Rowlatt asked if “as appropriate” could be added to this initiative as this would recognize the concern and help to keep the discussion open. K. McNaughton agreed to this change.</td>
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<td>• What is meant by “Academic Pilot system”, indicated in Student Services initiatives? K. McNaughton will follow up and report back.</td>
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<td>• Clarify the Student Services initiative “develop orientation information for faculty”. K. McNaughton confirmed that this is meant to enhance faculty knowledge of student conduct issues and processes.</td>
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<td>• What is the Library &amp; Learning Center initiative “Continue to assess integrated service pilots?” T. Rowlatt commented that specifics relating to the learning commons and departmental plan are located in the full Plan. These, and any new ideas, will be discussed on a yearly basis.</td>
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<td>• Access 2018-19 initiative “Develop Moodle content...” is misplaced and should be in the box below.</td>
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<td>• Regarding the Continuing Studies initiative, “Enhanced instruction, instructional...” could the offering of the PIDP to instructors be included? K. McNaughton agreed, reminding members that this is over a 3-year period so this may be a small initiative to start with.</td>
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<td>Motion: Moved by D. Branter and seconded THAT Education Council recommend the Board of Governors approve the 3-Year Academic Plan 2016-2019.</td>
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<td>All in favour. Motion carried.</td>
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<td>4.</td>
<td>Enrolment Plan</td>
<td>Comments:</td>
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<td>• Pharmacy Technician and Occupational/Physical Therapist have identified incorrect numbers from 2011-12 which are throwing off the subsequent numbers. B. Beacham is aware of this and</td>
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<td>Topic</td>
<td>Discussion</td>
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<td>his team is working to correct this.</td>
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<td>- International, Dancing-Arts Umbrella, 2014-15 number is incorrect. B. Beacham is aware that there are some inconsistencies. His team is recasting these numbers and anomalies such as this will be corrected adjusted. He noted that this will not affect the budget numbers.</td>
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<td>- How come some of the projected budgeted numbers for the current year are lower and how does this impact programs? D. Wells commented that in some cases these idiosyncrasies appear because the incorrect FTE divisor was applied in the past. All have been brought up-to-date using the current FTE tracking model. B. Beacham mentioned that the budget is based on what we actually expect to see in the classroom rather than on capacity (as in the past). As this drives our tuition, Finance has previously had to deal with budgets that are really far out. Even though budgets appear lower, programs can go to capacity and it will show up as over-producing and will provide more accurate numbers.</td>
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<td>- Access, bottom line “BCNU VCC BSN” should be removed.</td>
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</tbody>
</table>

Motion: Moved by M. Tunnah and seconded that Education Council recommend the Board of Governors approve the Enrolment Plan 2016-17.

All in favour. Motion carried.

5. Next meeting  
   April 12, 2016, 3:30-5:30, Room 5025, BWY-A

6. Adjournment  
The meeting adjourned at 2:24 p.m.

ATTENDEES:  
Todd Rowlatt  
Debbie Sargent  
Janet Theny  
Leah Nusgart  
Jo-Ellen Zakoor  
David Wells  
Rick Cyr  
Taryn Thomson  
Kathryn McNaughton  
Dave McMullen  
Jan Weiten  
Mike Tunnah  
Elle Ting  
Charly Jadranin

REGRETS:  
Nona Coles  
Paul Yeung

RECORDING SECRETARY:  
Nicole Degagne

Todd Rowlatt, Chair  
VCC Education Council
INFORMATION NOTE

Date: November 3, 2015
File: School of Trades

PREPARED FOR: Mr. Todd Rowlatt, Chair, Education Council (EDCO)

ISSUE: Non-credit contract training activity in the School of Trades, 2014-2015

Background:

School of Trades departments such as Culinary Arts, Baking and Pastry Arts, Auto Service Technician, and Auto Collision Repair deliver non-credit contract training to external organizations from time to time. While such contract training is often delivered through VCC’s Continuing Studies Department, on occasion Trades departments deliver instructional contract training directly to clients.

Discussion:

School of Trades departments deliver contract training to external organizations for a variety of reasons. These reasons include (among others): community engagement; business partnership development; reputation management; government mandates; and revenue generation.

SUMMARY:

The table on the following page displays the training contracts delivered to external clients by School of Trades departments in 2014-2015. This table does not include contracts delivered by the School of Trades in High Schools through the Accelerated Credit Enrollment in Industry Training program (ACE-IT).
<table>
<thead>
<tr>
<th>CLIENT</th>
<th>TIMELINE (APPROXIMATE)</th>
<th>VCC DEPARTMENT(S)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>go2HR</td>
<td>Jan 2015-Mar 2015</td>
<td>Baking and Pastry Arts, Culinary Arts</td>
<td>Open Textbook project (designed to develop online learning resources)</td>
</tr>
<tr>
<td>Ray-Cam Co-Operative Centre</td>
<td>Apr 2014-Aug 2014</td>
<td>Auto Collision Repair, Auto Service Technician</td>
<td>NASKARZ (“Never Again Steal Karz”) spring and summer sessions – this program teaches automotive repair and service skills to at-risk inner-city youth</td>
</tr>
<tr>
<td>Save On Meats</td>
<td>Feb 2014-Sep 2014</td>
<td>Culinary Arts</td>
<td>Professional Cook 1 program delivered through LMA (Labour Market Agreement) funding at a Downtown Eastside facility</td>
</tr>
<tr>
<td>Coast Mental Health (CMH)</td>
<td>Jun 2014-Oct 2014</td>
<td>Culinary Arts</td>
<td>Introduction to Culinary Skills Program delivered to CMH clients and residents</td>
</tr>
</tbody>
</table>

**Prepared by:**

Dennis Innes  
Dean, School of Trades  
604-871-7000, Ext. 7012
## Contracts Update: School of Health Sciences January 2016

<table>
<thead>
<tr>
<th>Contract/Funding Name</th>
<th>Status</th>
<th>Contract Description</th>
<th>Managing Department</th>
<th>Client/Funder</th>
<th>Contract period</th>
<th>Contract Amount</th>
<th>Delivery Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Entry Cohort for Bachelor of Science in Nursing (BScN) Degree</td>
<td>In Process</td>
<td>The BC Nurses’ Union has purchased seats for 28 Licensed Practical Nurse applicants who met all pre-requisites for the Advanced BScN program. A full cohort of students began the program in Nov. 2015. BCNU paid the tuition and students paid all other fees.</td>
<td>Bachelor of Science in Nursing and Health Unit Coordinator Department</td>
<td>BC Nurses’ Union (BCNU)</td>
<td>November 2015 – May 12, 2017</td>
<td>$938,000.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Seabird Island Practical Nursing Program</td>
<td>Completed</td>
<td>Delivery of a Practical Nursing program on the Seabird Island reserve in Agassiz BC.</td>
<td>Practical Nursing Department</td>
<td>Seabird Island Band and College</td>
<td>January 2013 – July 2015</td>
<td>$119,618.00</td>
<td>N/A</td>
</tr>
<tr>
<td>LPN Skills Assessment</td>
<td>One completed and two pending</td>
<td>Assessment of Licensed Practical Nurse (LPN) Skills for employees of Vancouver Coastal Health Authority</td>
<td>Practical Nursing Department</td>
<td>Vancouver Coastal Health Authority</td>
<td>July 2015</td>
<td>$4,018.00 each</td>
<td>N/A</td>
</tr>
<tr>
<td>LPN Skills Assessment</td>
<td>Completed</td>
<td>Assessment of Licensed Practical Nurse (LPN) Skills for an employee of Heiltsuk Health Centre</td>
<td>Practical Nursing Department</td>
<td>Heiltsuk Health Centre, Bella Bella</td>
<td>September 2015</td>
<td>$3,734.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Acute Care Skills for Health Care Assistants (HCAs)</td>
<td>Completed</td>
<td>Delivery of an Acute Care Skills for HCAs program on Sechelt BC</td>
<td>Continuing Care Department</td>
<td>Vancouver Coastal Health Authority</td>
<td>May – June 2012</td>
<td>$33,157.00</td>
<td>Capilano University for lab space</td>
</tr>
<tr>
<td>Acute Care Skills for Health Care Assistants (HCAs)</td>
<td>Completed</td>
<td>Delivery of an Acute Care Skills for HCAs program to Health Care Assistants working in Fraser Health Authority</td>
<td>Continuing Care Department</td>
<td>AVED – one time funding and Fraser Health</td>
<td>August 27 – October 25 2012</td>
<td>$102,452.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>
INFORMATION NOTE

Date: January 6, 2016
File: School of Instructor Education

PREPARED FOR: Mr. Todd Rowlatt, Chair, Education Council (EDCO)

ISSUE: Contract training activity in the School of Instructor Education, 2014-15

Background:
The School of Instructor Education delivers contract training to a wide variety of external organizations.

Discussion:
The School of Instructor Education primarily provides contract training to organizations in order to support their internal training programs (e.g. BCMEA). These training sessions vary from one-day workshops (BC Construction Safety Alliance) to full five-day sessions focusing on instructional skills (e.g. presentation skills) similar to PIDP 3220 (Delivery of Instruction). Gold Corp, on the other hand, requested the delivery of a Train-the-Trainer program, consisting of PIDP 3220, PIDP 3230 (Evaluation of Learning) and PIDP 3210 (Curriculum Design), which was delivered in Spanish in Chile. On-site PIDP courses are provided to BC Hydro at their Surrey Campus as the Provincial Instructor Diploma is an employment requirement for all their corporate trainers.

SUMMARY:
The table on the following page displays the training contracts delivered to external clients by the School of Instructor Education in 2014-2015.

<table>
<thead>
<tr>
<th>CLIENT</th>
<th>TIMELINE (APPROXIMATE)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Ferries</td>
<td>November 2014 – March 2015</td>
<td>Delivered 5 Train the Trainer courses at VCC</td>
</tr>
<tr>
<td>BC Hydro</td>
<td>December 2014</td>
<td>Delivered PIDP 3230</td>
</tr>
<tr>
<td>Organization</td>
<td>Date</td>
<td>Services Provided</td>
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<tr>
<td>--------------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>British Columbia Maritime Employers Association (BCMEA)</td>
<td>April 2014 – March 2015</td>
<td>Delivered PIDP 3210, PIDP 3230, 2 day &amp; 3 day workshops</td>
</tr>
<tr>
<td>Gold Corp</td>
<td>May – August 2014</td>
<td>Delivered PIDP 3220 &amp; PIDP 3230 in Chile</td>
</tr>
<tr>
<td>Rogers Communications</td>
<td>October – December 2014</td>
<td>Delivered PIDP 3100 &amp; PIDP 3220</td>
</tr>
<tr>
<td>BC Construction Safety Alliance (BCCSA)</td>
<td>May 2014 – March 2015</td>
<td>Delivered 12 Train the Safety Trainer Workshops at various locations in the province.</td>
</tr>
</tbody>
</table>

**Prepared by:**
Glenn Galy  
Department Head, School of Instructor Education  
604-871-7000, Ext. 7513
The School of Access can deliver contract training in a wide range of areas including language training, adult special education, and adult basic education.

The School of Access delivers non-credit contract training primarily via successfully bidding on community service delivery Requests for Proposal. The largest single contract in the School of Access is the Settlement Services contract with Immigration, Refugees and Citizenship Canada. This contract has been renewed numerous times over the past few decades, and is significant in size and scope, delivering a continuum of settlement language education to more than 1000 students each year.

In the past year, the School of Access has also delivered language training for ASTTBC (Applied Science, Technologists and Technicians of BC to foreign fire services professionals seeking to gain employment as Fire Safety Technicians. The Community and Career Education Department is completing delivery of an 18-month 2-part contract to deliver the Gateways to Post-Secondary program to youth with Cognitive Learning Difficulties in partnership with the Vancouver School Board.

<table>
<thead>
<tr>
<th>CLIENT</th>
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<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration Refugees and Citizenship Canada</td>
<td>Current contract (April 2014 – March 31, 2016)</td>
<td>Delivery of approximately 1000 seats of Settlement English Language training at CLB levels 1 through 8, in each of three terms per annum</td>
</tr>
<tr>
<td>Applied Science Technologists and Technicians of BC</td>
<td></td>
<td>Delivery of two cohorts of English language training to foreign fire services professionals seeking to gain employment in BC as Fire Safety Technicians</td>
</tr>
<tr>
<td>Ministry of Advanced Education and Skills Development Education Benefit</td>
<td>(October 2014 – April 2016)</td>
<td>Delivery of three cohorts of Gateways to Postsecondary to students in grades 12 and 12+ at the Vancouver School Board</td>
</tr>
</tbody>
</table>

PREPARED BY:  
David Wells, Dean, School of Access
<table>
<thead>
<tr>
<th>Contract Training Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts for the year 2015-2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract/Funding Name</th>
<th>Status</th>
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<th>Managing Dept</th>
<th>Client/Funder</th>
<th>Contract Period</th>
<th>Contract Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project-Based Labour Market Training (PBLMT)</td>
<td>New contract</td>
<td>Skill training for unemployed EI-eligible participants. Office Administration and Medical Office Skills.</td>
<td>Community Training &amp; Development</td>
<td>Ministry of Social Development &amp; Social Innovation</td>
<td>Sep 1, 2015 - May 27, 2016</td>
<td>$249,149</td>
</tr>
</tbody>
</table>
| Moving Ahead Program | Continuing contract | Life skills program for vulnerable immigrants. VCC as subcontractor of SUCCESS-held funding. | Community Training & Development SUCCESS (through Citizenship and Immigration Canada funding) | Citizenship and Immigration Canada | Apr 1, 2014 - Mar 31, 2016 | Yr 1: $130,569  
Yr 2: $117,424 |
| Planning for Canada (formerly Canadian Immigrant Integration Program) | Continuing contract | Online advising to pre-arrival immigrants having received overseas services through field offices. | Centre for Immigrant Integration Colleges and Institutes Canada (funding from Citizenship & Immigration Canada) | Citizenship and Immigration Canada | Apr 1, 2015 - Mar 31, 2016 | $59,620          |
| Project-Based Training (PBT) | New contract | Partnership with Applied Science Technologists & Technicians of BC. Language & Skills training for immigrants Language Instruction for Newcomers to Canada | Centre for Immigrant Integration Citizenship and Immigration Canada | Citizenship and Immigration Canada | Nov 1, 2015 - Mar 31, 2016 | $70,225.00       |
| Proposed contract | Key to Education and Employment for Newcomers (KEEN) | Centre for Immigrant Integration | Citizenship and Immigration Canada | Apr 1, 2016 - Mar 31, 2019 | Confidential. |
INFORMATION NOTE

PREPARED FOR: Education Council
DATE: April 1, 2016
ISSUE: Curriculum Development funded projects

Background:

Fiscal year 2015-16:
A total 20 curriculum development projects and health accreditation related activities were funded in the fiscal year ending March 31, 2016. The project leads were asked to provide three updates over the year. The attached report includes a brief overview of what has been accomplished for each project, money spent and next steps for the completion of the project.

Fiscal year 2016-17:
The CD Adjudication Committee consisting of Garth Manning, Elle Ting, Debbie Sargent, Jo-Ellen Zakoor, Taryn Thomson, Todd Rowlatt, Kathy O’Donnell, David Branter and I as Chair had an opportunity to meet with the respective Dean and Department members to obtain an overview of the 16/17 proposals and respond to Committee questions. The Committee appreciates the effort and time put aside to developing these CD proposals. Although the College has set aside $400,000 towards Curriculum Development unfortunately not all proposals could be funded. The adjudication was based on the following funding priorities:
  • Projects/initiatives identified in the School Department Plans and/or Academic Plan
  • Projects currently in-progress requiring additional funds for completion
  • Projects/initiatives arising from Program Reviews

NEXT STEPS:
The project leads will be asked to provide updates by September 30th 2016, January 15th 2017 and March 31st 2017. These reports will be submitted to Education Council.

ATTACHMENTS:
1. 2015-2016 Approved Curriculum Development Projects
2. 2016-2017 Approved Curriculum Development Projects

PREPARED BY:
Kathryn McNaughton
Vice President Academic, Students & Research
<table>
<thead>
<tr>
<th></th>
<th>Project Lead/Dean</th>
<th>Account Code</th>
<th>Funds approved</th>
<th>Actual expenses posted in FAST Mar 31, 2016</th>
<th>Variance (Budget-Actual)</th>
<th>Project Update Apr-Sep</th>
<th>Project Update Oct-Dec</th>
<th>Project Update Jan-Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Re-design UT Chemistry course to match new curriculum proposed by UBC to remain provincially articulated</td>
<td>Andy Sellwood/ David Wells</td>
<td>20-S146</td>
<td>$10,000</td>
<td>4,374</td>
<td>5,626</td>
<td>Completed: Substantial curriculum review completed for CHEM 1121, 1223 along with new instructor resources. 30 instructor hours (6 days) will be used between now and March 2016. To-Do: Additional lab demo hours (approx. 2 weeks) will be used in fall 2016.</td>
<td>Chem 1121 - All materials are gathered uploaded onto Moodle however, instructor resources i.e. sample questions (and solutions), problem sets, exams, and powerpoint presentation still need to be prepared. Chem 1223 - Uploaded all materials onto shared moodle site. Lab manuals assembled and inventory updated. Updated the official course outlines to match the new curriculum. Oversaw the approval of the official course outlines through the curriculum committee and EdCo. Meetings underway with Articulation boards and UBC for transfer credit</td>
</tr>
<tr>
<td>2</td>
<td>Develop preparatory pathway certificate programs: Adult Basic Education; Science, Engineering, Mathematics; Hospitality Management; Trades; Pre-Health</td>
<td>Taryn Thompson/David Wells</td>
<td>20-S147</td>
<td>$67,500</td>
<td>76,623</td>
<td>-9,123</td>
<td>Several projects: Preparatory Pathways Adult Graduation Diploma Trades Preparatory certificate STEM preparatory certificate Pathway to Health Science Completed: developed draft program maps for each pathway. Next steps: develop curriculum materials.</td>
<td>$22,000 additional funds provided at 2nd call New course outlines developed and updated outlines for existing courses. All outlines (approximately 65) will be transferred to the newest outline template. Outlines that have not been articulated will be articulated on March 3rd and 4th at the articulation meetings. Documents will be going forward to Governance Committees in March Will put forward a request for additional CD</td>
</tr>
<tr>
<td>3</td>
<td>CACE alignment with BCCAT - adjust and realign curriculum with BCCAT ASE program specific transfer guide</td>
<td>Kathy O'Donnell</td>
<td>20-S167</td>
<td>$9,000</td>
<td>0</td>
<td>9,000</td>
<td>Funds allocated at 2nd call Documents for governance are almost complete</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Basic Education: career literacy foundation prep</td>
<td>Lynn Horvat</td>
<td>20-S168</td>
<td>$2,000</td>
<td>2,151</td>
<td>-151</td>
<td>Funds allocated at 2nd call This work entails sourcing and reviewing materials in use at the college for educational and career planning (namely CCA’s ACE program). This portion of the project is complete. Assessing the suitability of ACE materials for Adult Literacy Fundamental (ALF) level learners. The second part of the project is to identify the gaps and the needs for a Basic Education Career Literacy Foundations</td>
<td></td>
</tr>
</tbody>
</table>

Total | $88,500 | $83,148 | $5,352 |
<table>
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<tr>
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<tr>
<td><strong>HEALTH SCIENCES</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>Evaluating Active Learning strategies in BScN curriculum</td>
<td>20-S148</td>
<td>$16,000</td>
<td>$13,208</td>
<td>2,792</td>
<td>Work completed: Inventory of active learning strategies; research ethics application; surveys #1. Most of work (curriculum revision and publication of article) will be done after the second survey.</td>
<td></td>
<td>Kathy has requested Payroll to process salary redistribution (email sent Mar 18)</td>
</tr>
<tr>
<td>6</td>
<td>Design and develop new Bachelor of Applied Science in Dental Hygiene</td>
<td>20-S149</td>
<td>$26,000</td>
<td>$27,092</td>
<td>-1,092</td>
<td>Planned for Sep-Dec: develop program learning outcomes; clarify faculty objectives; curriculum mapping; develop curriculum docs for governance. Apply for more funding September 2015 for Phase II (Jan-March 2016) for development of teaching and learning materials. $10,000 from Registered Massage Therapy moved to Dental Hygiene</td>
<td>$6,000 additional funds provided at 2nd call</td>
<td>Curriculum writers (x5) have met to review gaps and overlaps in existing first two years and developed a framework of new 4th year courses, started writing some course descriptions. The next steps are to map the ‘new’ baccalaureate level competencies (4th year) and start developing course outlines. We have planned a 2-day workshop for all the curriculum writers with CID and also have met with the School of Access to discuss ‘packaging’ the first year UT courses into our new first year DHYG program. CD funds have been spent on releasing regularized faculty/curriculum writers.</td>
</tr>
<tr>
<td>7</td>
<td>Revisions to Health Care Assistant program to meet new provincial guidelines</td>
<td>20-S150</td>
<td>$10,000</td>
<td>$10,184</td>
<td>-184</td>
<td>Project is expected to start Dec 2015 as the Provincial curriculum was delayed and only received Aug 26, 2015</td>
<td></td>
<td>Faculty working on new provincial curriculum HCA and HCA ESL curriculum in the process of being reviewed at EDCO We will be applying for more funding March 2016 for Phase for development course outlines, PCG’s etc. as we only received a fraction of what we asked for.</td>
</tr>
<tr>
<td>8</td>
<td>Develop new 3-year Massage Therapy Diploma program</td>
<td>20-S151</td>
<td>$ -</td>
<td>$ -</td>
<td>0</td>
<td>Ministry not able to support developing this program until further research from Registered Massage Therapy Board. Funds to be utilised for other Health projects</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Improve collaboration between nursing programs by harmonizing lab teaching</td>
<td>20-S152</td>
<td>$23,000</td>
<td>$21,153</td>
<td>1,847</td>
<td>Chart completed for lab changes. Work in progress: Plan for synchronization of lab activities; faculty calibration workshop; updating course materials; format lab packages for faculty &amp; students</td>
<td>Work completed. Lab activities and new packages launched in January 2016. Synchronization workshop Dec/15. Salary distribution required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Lead/Dean</td>
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</tr>
<tr>
<td>10</td>
<td>Health Accreditation expenses</td>
<td>Debbie Sargent</td>
<td>20-3915</td>
<td>$65,000</td>
<td>$76,605</td>
<td>-11,605</td>
<td>The biggest accreditation this year is BScN (CASN accreditation). The site visit is Feb 22-26 and we will have to cover all expenses for 3-4 reviewers coming from all over Canada. Dental Assisting also has some follow up work to do regarding their accreditation report.</td>
<td>Over budget</td>
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<tr>
<td>11</td>
<td>Re-design of Jewellery Art &amp; Design Diploma to reduce academic content, add hands-on skills and computer-aided design (CAD) curriculum</td>
<td>Karin Jones/ Debbie Sargent</td>
<td>20-S154</td>
<td>$5,000</td>
<td>$3,641</td>
<td>1,359</td>
<td>Department has started work on the project and is expecting to use all funds before fiscal year end</td>
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<tr>
<td>12</td>
<td>Expand and develop Digital Graphic Design certificate program and add an advanced second year</td>
<td>Lorena Espinoza/ Debbie Sargent</td>
<td>20-S155</td>
<td>$10,000</td>
<td>$9,777</td>
<td>223</td>
<td>Research completed. Due to small department, auxiliary faculty require to be hired to allow faculty release for curriculum work</td>
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<tr>
<td>13</td>
<td>Re-design second year of Drafting program to fulfill Diploma and meet accreditation requirements by adding a capstone component</td>
<td>Bruce McGarvie/ Debbie Sargent</td>
<td>20-S156</td>
<td>$15,000</td>
<td>$10,988</td>
<td>4,012</td>
<td>Curriculum development close to complete. Proposal changes being submitted to EdCo Curriculum Cmtee for approval. Consultations with PAC and internal stakeholders complete</td>
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<tr>
<td>14</td>
<td>Business Programs - revise and test portion of the keyboarding courses</td>
<td>Helen Roberts</td>
<td>20-S163</td>
<td>$2,500</td>
<td>$ -</td>
<td>2,500</td>
<td>$2,500 Funds allocated at 2nd call. Department is unable to proceed with project due to faculty schedule. Funds returned to the budget</td>
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<tr>
<td>15</td>
<td>Hospitality Management - full course development and support materials for implementing new courses in January 2016</td>
<td>Michael Tittel</td>
<td>20-S164</td>
<td>$15,000</td>
<td>$20,764</td>
<td>-5,764</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$47,500</td>
<td>$45,170</td>
<td>$2,330</td>
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</tbody>
</table>

**MUSIC, DANCE, DESIGN; HOSPITALITY; APPLIED BUSINESS**

- Faculty working to consolidate Art History 1, 2, 3, and 4 with the Design component of the Design and Drawing course.
- Changes will be made to the Guided Studies 1 and 2 courses. The remaining work involves formalizing the course outlines and proposing changes to the PCG.
- Rhino 3D lessons will be updated to suit our students’ needs and fulfill the Computer Graphics portion of the Jewellery Art and Design Program.

- Concept Paper presented to EDCO and Board for approval. The department is also currently working with the CID on developing the course map, learning objectives and course outcome.
- All funds will be spent on release DH to focus on project

- Program proposal completed
- Additional changes required based on input from Curriculum Cmtee
- Spent half of funds to-date, balance will be expended Feb-Mar

- Funds allocated at 2nd call
- CD work in progress, 5 course materials being developed for implementation Sep 2016 and another 5 courses in Jan 2018
<table>
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<th>Project Lead/Dean</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TRAVES</td>
<td>Culinary Arts program curriculum revision and realignment</td>
<td>Collin Gill/Dennis Innes</td>
<td>20-S157</td>
<td>$76,000</td>
<td>$85,551</td>
<td>-9,551</td>
<td>$16,000 additional funds approved at 2nd call.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The early stages of the project were spent doing fundamental and exploratory work. Work completed: developed mission statement; perform gap analysis; alignment grid; new program framework. The majority of spending on this project will take place between now and early next year on course development.</td>
<td></td>
<td>Dean's office has identified Faculty salaries to be reallocated</td>
</tr>
<tr>
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<td></td>
<td>Additional $5,500 reallocated from Keyboarding &amp; Library projects</td>
<td></td>
<td>The Curriculum development team is currently working on the following:</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>• Course learning activities</td>
<td></td>
<td>• Collaborating with the Production and Facilities teams to determine production levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Working with the recipe team to identify, develop and digitize recipes</td>
<td></td>
<td>• Developing course resources</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Developing curriculum documentation (PCG and course outlines)</td>
<td></td>
<td>Develop an online strategy for the Program and courses – blended delivery model</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Supporting various faculty in the development of learning activities</td>
<td></td>
<td>Next steps:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Complete sample learning activities</td>
<td></td>
<td>• Develop assessment tools and activities</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Develop assessment tools and activities</td>
<td></td>
<td>• Create lesson plans, course materials and demo videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Develop curriculum documentation (PCG and course outlines)</td>
<td></td>
<td>• Identify course resources</td>
</tr>
</tbody>
</table>
| | | | | | • Develop an online strategy for the Program and courses – blended delivery model | | |}

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<th>Account Code</th>
<th>Funds approved</th>
<th>Actual expenses posted in FAST</th>
<th>Variance (Budget-Actual)</th>
<th>Project Update Apr-Sep</th>
<th>Project Update Oct-Dec</th>
<th>Project Update Jan-Mar</th>
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<tbody>
<tr>
<td>17</td>
<td>Develop course content in moodle for Heavy Mechanical Apprentice program</td>
<td>Richard Cyr/Dennis Innes</td>
<td>20-S158</td>
<td>$10,000</td>
<td>$7,771</td>
<td>2,229</td>
<td>Funds allocated at 2nd call</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Apprentice Level 2 content nearly complete. Balance funds to be used for Foundation content and Level 1 will have to wait until next year</td>
<td></td>
<td>The HMT CD project is wrapping up we have added another 10 weeks' worth of task sheets to our Moodle HMT foundation project. There is 4 more weeks' worth of task sheets to complete for Moodle HMT Foundation- quizzes and summative assessments still need to be completed. The funds are used up as well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Funds allocated at 2nd call</td>
<td></td>
<td>The LNG Course has been created- Dacum and course outline. The 1st training manual is being written. IT has 28 learning tasks in total and 8 have been written so far. The CD Funds are exhausted. We are continuing on the project using funds from our departmental budget-with Dennis's approval.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Lead/Dean</th>
<th>Account Code</th>
<th>Funds approved</th>
<th>Actual expenses posted in FAST</th>
<th>Variance (Budget-Actual)</th>
<th>Project Update Apr-Sep</th>
<th>Project Update Oct-Dec</th>
<th>Project Update Jan-Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>CNG courses - develop training manuals for 3 CNG training courses</td>
<td>Rick Cyr</td>
<td>20-S165</td>
<td>$8,000</td>
<td>$7,771</td>
<td>229</td>
<td>Funds allocated at 2nd call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Funds allocated at 2nd call</td>
<td></td>
<td>The LNG Course has been created- Dacum and course outline. The 1st training manual is being written. IT has 28 learning tasks in total and 8 have been written so far. The CD Funds are exhausted. We are continuing on the project using funds from our departmental budget-with Dennis's approval.</td>
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<td>Project Lead/ Dean</td>
<td>Account Code</td>
<td>Funds approved</td>
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<td>Project Update Oct-Dec</td>
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<tr>
<td>19</td>
<td>ACR International Diploma - develop 2 new courses (Communication Skills 1&amp;2) for new Diploma that starts January 2016</td>
<td>David Cross</td>
<td>20-S166</td>
<td>$5,000</td>
<td>$3,308</td>
<td>1,692</td>
<td>Funds allocated at 2nd call</td>
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<td>Develop an Information Literacy curriculum in collaboration with CCA</td>
<td>Todd Rowlatt</td>
<td>20-S159</td>
<td>$10,000</td>
<td>$6,666</td>
<td>3,334</td>
<td>43 hours have been charged to release librarians to work on this project (around 8 days). We estimated another 12 days to complete the project. Assuming our estimate is close, we should be able to complete this project $2500-3000 under budget.</td>
</tr>
<tr>
<td>21</td>
<td>Curriculum Inventory and alignment project</td>
<td>Nicole Degagne/ Kathryn McNaughton</td>
<td>20-S160</td>
<td>$15,000</td>
<td>$19,251</td>
<td>$4,251</td>
<td>Project completed. • Inventory of PCGs and course outlines. • Reviewed and corrected web information • Minor edits to curriculum docs submitted through governance • Develop proposal for online curriculum management system</td>
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<tr>
<th></th>
<th>Total Trades</th>
<th></th>
<th></th>
<th>$99,000</th>
<th>$104,401</th>
<th>-$ 5,401</th>
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<tr>
<td>20</td>
<td>Develop an Information Literacy curriculum in collaboration with CCA</td>
<td>Todd Rowlatt</td>
<td>20-S159</td>
<td>$10,000</td>
<td>$6,666</td>
<td>3,334</td>
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<td><strong>VP Education</strong></td>
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<tr>
<td>21</td>
<td>Curriculum Inventory and alignment project</td>
<td>Nicole Degagne/ Kathryn McNaughton</td>
<td>20-S160</td>
<td>$15,000</td>
<td>$19,251</td>
<td>$4,251</td>
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<th>TOTALS</th>
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<th><strong>$400,000</strong></th>
<th><strong>$406,878</strong></th>
<th><strong>-$6,878</strong></th>
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<td><strong>Total Curriculum Development budget</strong></td>
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<td>-$ 400,000</td>
<td></td>
<td></td>
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<tr>
<td>Project</td>
<td>Lead</td>
<td>Account Code</td>
<td>Amount Approved</td>
<td>Actual Expenses</td>
<td>First Project Update due Sep 30, 2016</td>
<td>Second Project Update due Jan 15, 2017</td>
</tr>
<tr>
<td>---------</td>
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<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1 ABE Access/Pathway project to create &quot;pathways&quot; within ABE that will provide more direct and accessible routes into other post-secondary programs at the college</td>
<td>Taryn Thomson, David Wells</td>
<td>20-S170</td>
<td>$15,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 University Transfer Environmental Studies Certificate: development of a new UT Environmental Studies Certificate Program with transfer options to SFU’s Bachelor’s of Environmental Science</td>
<td>Jacqueline Shehadeh, Costa Karavas, Wayne Avery, David Wells</td>
<td>20-S171</td>
<td>$17,000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3 Career Literacy Foundations: to design a new Career Literacy Foundations course to be offered by Basic Education</td>
<td>Lynn Horvat, David Wells</td>
<td>20-S172</td>
<td>$6,000</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4 Culinary Arts curriculum revision and realignment: Final phase of the project</td>
<td>Collin Gill, Dennis Innes</td>
<td>20-S173</td>
<td>$60,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Bachelor of Hospitality Management: development of 7 courses for Term 7 and 8 (2016-17) for new degree. This is a continuation of work started in 2015/16</td>
<td>Monique Paassen, Dennis Innes</td>
<td>20-S174</td>
<td>$40,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6 Administrative Assistant Program - review and revise materials for 7 courses as the College is upgrading to Microsoft Office 2013</td>
<td>Helen Roberts, Dennis Innes</td>
<td>20-S175</td>
<td>$15,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Compressed Natural Gas (CNG) Training course: Project started in 2015/16. Finish the development of a teacher and student manual for a CNG Training Course</td>
<td>Rick Cyr, Dennis Innes</td>
<td>20-S176</td>
<td>$10,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Auto Service Tech: Create new course outlines, assessment tools and Moodle resources which will match the newly harmonized AST apprenticeship outcomes</td>
<td>Robert Kunka, Dennis Innes</td>
<td>20-S177</td>
<td>$10,000</td>
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<td></td>
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<tr>
<td>9 Auto Collision and Refinishing I-Car Curriculum Integration</td>
<td>David Cross, Dennis Innes</td>
<td>20-S178</td>
<td>$6,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 New CAD &amp; BIM Certificate and Citation Programs: to complete the current in-progress project to redesign the first year drafting certificate programs in preparation to launch in September 2016</td>
<td>Bruce McGarvie, Debbie Sargent</td>
<td>20-S179</td>
<td>$35,000</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Project</td>
<td>Lead</td>
<td>Account Code</td>
<td>Amount Approved</td>
<td>Actual Expenses</td>
<td>First Project Update due Sep 30, 2016</td>
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<td>-------------------------------------------------------------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Digital Graphic Design Diploma Program - development of 32 new courses for new Diploma program</td>
<td>Lorena Espinoza, Debbie Sargent</td>
<td>20-S180</td>
<td>$30,000</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Skin &amp; Body Therapy Program revision and expansion</td>
<td>Pamela Wakabayashi, Debbie Sargent</td>
<td>20-S181</td>
<td>$7,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$98,000</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Renewal of Counselling Skills Certificate Programs: This project will include updating the admission requirements and process, program structure, curriculum, and delivery methods</td>
<td>Claire Sauve, Gordon McIvor</td>
<td>20-S182</td>
<td>$13,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Renewal of Fashion Design and Production Diploma</td>
<td>Claire Sauve, Andrea Korens, Gordon McIvor</td>
<td>20-S183</td>
<td>$16,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$29,000</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Curriculum revision of Acute Care Skills for Health Care Assistants program</td>
<td>Judy Christie, Debbie Sargent</td>
<td>20-S184</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Bachelor of Applied Science in Dental Hygiene [New BScDH]-project started in 2015/16</td>
<td>Denise Beerwald, Debbie Sargent</td>
<td>20-S185</td>
<td>$40,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>LPN to BScN Bridging Term: The objective of the project is to update the existing Transitions Program to become a Bridging Term.</td>
<td>Kathy Fukuyama, Debbie Sargent</td>
<td>20-S186</td>
<td>$10,000</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Health Accreditation expenses: OPTA, Pharmacy Technician, BScN Mental Health Nursing course, HCA &amp; HCA-ESL</td>
<td>Debbie Sargent</td>
<td>20-3915</td>
<td>$65,000</td>
<td></td>
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<td></td>
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<td>$120,000</td>
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<td></td>
<td>Grand Total</td>
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<td></td>
<td></td>
<td>$400,000</td>
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</table>
INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 4, 2016

ISSUE: Partnership agreement with College of the North Atlantic-Qatar

Background:

Vancouver Community College (VCC) and the College of the North Atlantic Qatar (CNA-Q) have been in discussion with the intent to develop a partnership agreement that would allow the School of Instructor Education (SIE) to provide education and training that fulfil the requirements of the Provincial Instructor Diploma Program (PIDP). CNA-Q is a recognized Canadian educational institution. A pilot project has commenced March 1, 2016 to enable the training to be made available online to CNA-Q instructors. The possibility also exists for delivering face-to-face cohorts of the PIDP in Qatar as well.

In addition, the two institutes are also discussing expanding this training to the College of the North Atlantic in Newfoundland and Labrador with the possibility of delivering face-to-face cohorts in Newfoundland and Labrador in addition to offering PIDP courses available in an online format.

Representatives from the College of the North Atlantic-Qatar will be visiting VCC in May 2016 at which time a formal partnership agreement will be developed. This agreement will be presented to Education Council and the Board of Governors for approval.

PREPARED BY:
Kathryn McNaughton
Vice President Academic, Students & Research
DENTURIST PROGRAM PROPOSAL

April 6, 2016
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   G. Consultation .................................................................................................................... 13

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Name of Program: Denturist Program

Credential Level: Diploma

Anticipated Start Date: September 2016

PART 1: CONCEPT PAPER

Department Leader: ___________________________________________________________

Curriculum Developer / Faculty: Marilyn Heaps/ Louis Chow/ __________

Dean: Debbie Sargent

Proposal Date: April 6, 2016

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

A. Purpose and Context

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

Program Goal (Draft)
The Denturism program prepares graduates to provide specialized oral health care to patients as a member Dental Professional Team. The program curriculum includes academic, clinical and laboratory skills. Emphasis is placed on interprofessional education, whereby students learn to function within a collaborative oral health-care team. This three-year program prepares students to assess, diagnose, design, fabricate, insert complete and partial dentals and provide effective communication with patients regarding treatment options and care. Graduates of this program are candidates for the provincial licensing examination by the College of Denturists of British Columbia. Successful completion of theory and practical examinations administered by the College of Denturists of British Columbia are a requirement to be registered to practice as a Denturist in the province of B.C.

Draft Program Outcomes:

Upon completion of the Denturist Program graduates will:
- Apply the National Competency Profile for Denturists (Sept. 2013) to provide safe, competent, culturally safe and ethical care.
- Practice within relevant legislation, scope of practice, Standards of Practice, and Code of Ethics as set out by the Health Professions Act and the College of Denturists of British Columbia.
- Use their knowledge and skills to meet patients’ needs related to denturist services.
- Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices.
- Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes.
- Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.
- Practice within legal requirements and demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development, and is accountable to individual patients, society, and the profession.
- Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents.

The Denturist program will fill the current educational needs for individuals wanting to pursue a career in Denturism. This Denturist program has been revised to ensure currency and relevancy of the curriculum and to meet the regulatory standards and accreditation requirements. There is no other public college offering a Denturist program in British Columbia. Currently the only accredited programs in Canada are at NAIT in Alberta and George Brown College in Ontario. A private college started a Denturist program Sept. 2015 in Surrey, BC. This program is not accredited.

The graduates of a Denturist program at VCC would meet the projected dental health needs of the community.

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

This revised Denturist curriculum meets VCC’s strategic direction as described below:

**Education Quality**
The Denturist Program has been re-written to ensure that the content is relevant and meets the rigorous standards and requirements of provincial regulations as set by the Health Professions Act of BC and the College of Denturists of BC, as well as the expectations of the national accreditation body, the National Denturist Association of Canada. The program is learning-centered, preparing graduates for entry into the field of denturism.

**Operational Excellence**
The Denturist curriculum is centered on the development of students’ problem-solving, teamwork, and leadership skills. The Program Renewal process identified important feedback from the Program Advisory Committee, graduates, employers and other internal and external stakeholders that led to the revision of this program to ensure the curriculum was current and better prepared graduates for a dynamic workplace.

**Financial Stability & Sustainability**
The revision of this Denturist program allows for review of program costs. The curriculum revisions include the expanding scope of practice of Denturism in British Columbia and across Canada. Shared content with Dental Technology and Dental Hygiene programs provide opportunities for interprofessional education. Some of the new content will also lend itself to Continuing Studies courses that could be offered to practicing Denturists.

**Reputation Management**
The program renewal process has offered the opportunity for a total program revision of the Denturist program that will ensure a robust and current curriculum. A Steering Committee including key members from the Denturist community have been strong advocates of the program renewal process, based on their long-standing support of the Dental programs at Vancouver Community College. With the input of the regulatory body, professional association and the knowledge and expertise of members, the new program will ensure that graduates will be well-prepared to meet the changing needs of the profession of Denturism. The program will be in an exceptional position to pursue program accreditation from the National Association of Denturists of Canada. There are only two colleges with this accreditation status currently – NAIT, Alberta; and George Brown College, Ontario. Pursuing accreditation will help to create a strong brand identity that will enhance the already positive reputation of VCC’s Dental programs.

**Business Development**
The Dental clinic allows the opportunity for Denturist students to provide much needed Denturist care to local community members. The average age of Denturists in Canada is approximately 56-58 year. That, along with the growth in the Canadian population and subsequent dental needs, indicates the need for educating new Denturists. There are two accredited Denturist programs in Canada: NAIT, Alberta; and George Brown College in Ontario. The only other Denturist program in British Columbia is offered by CDI College – this program has not been accredited.
4. How does this program relate to and/or support other programs at VCC?

The Denturist program is a member of a Dental Family of programs at VCC: Dental Hygiene; Certified Dental Assisting (Onsite); Certified Dental Assisting (Distance); Dental Reception Coordinator; and Dental Technology. Given overlapping knowledge and competencies many opportunities for interprofessional education within the family of Dental programs at Vancouver Community College are available. There is also potential for some shared courses between these programs.

Students will be able to meet the admission requirements for this program at Vancouver Community College.

B. Program Need

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

This program is being developed to meet the stipulations as described in the Health Professions Act, Denturist Regulation, Appendix 1; the Practice Standards, Appendix 2 and Code of Ethics, Appendix 3 as established by the College of Denturist of B.C.; the National Competency Profiles for Denturists, Appendix 4; and The Denturist Association of Canada Guide to Accreditation, Appendix 5. The previous Denturist program at VCC was suspended pending program renewal. A Steering Committee was struck in October, 2016 to recommend the structure for a new Denturist Program that would prepare graduates to meet the National Competencies and improve graduate success on the licensing exams required by the College of Denturists of BC: theory examination; complete Denture examination; and the Objectively Structured Clinical examination. Previous graduates of VCC’s Denturist program had difficulties with the clinical examinations required by the licensing process.

The tables below present the most recent statistics from the College of Denturists of BC for the licensing theory; complete denture; and Objectively Structured Clinical Examination (OSCE).

Table 1.1 Vancouver Community College

<table>
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<tr>
<th>Year</th>
<th>No of Candidates</th>
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<th>Fail</th>
<th>Percent Passed</th>
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<td>9</td>
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<td>100%</td>
</tr>
<tr>
<td>2004</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>71%</td>
</tr>
</tbody>
</table>
### Table 1.2  Vancouver Community College  
Complete Denture Examination Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Candidates</th>
<th>Pass</th>
<th>Fail</th>
<th>Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td>71%</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>2012</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>46%</td>
</tr>
<tr>
<td>2011</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>67%</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>73%</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>50%</td>
</tr>
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<td>2008</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>50%</td>
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<tr>
<td>2007</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>75%</td>
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<tr>
<td>2006</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>73%</td>
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<td>2005</td>
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<td>3</td>
<td>3</td>
<td>50%</td>
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<td>2004</td>
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<tr>
<td>2003</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Table 1.3  Vancouver Community College  
Objectively Structured Clinical Examination Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Candidates</th>
<th>Pass</th>
<th>Fail</th>
<th>Percent Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>83%</td>
</tr>
<tr>
<td>2014</td>
<td>12</td>
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<td>7</td>
<td>42%</td>
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<tr>
<td>2013</td>
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<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100%</td>
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<tr>
<td>2010</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>80%</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>2005</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>83%</td>
</tr>
</tbody>
</table>

NB. Data in Tables 1.1; 1.2; and 1.3 was provided by the College of Denturists of BC  
The data in the tables above corroborate the DASCO Summary of Survey Results (2013, 2012, 2011, 2010, and 2009), Appendix 6, which suggests graduates of the previous Denturist program, were not adequately prepared for the licensing process.  
There are currently no public post-secondary institutions offering Denturist education in B.C. One private college CDI- offers an uncredited Denturist program in Vancouver. There are currently only two accredited Denturist programs in Canada: NAIT, Edmonton, Alberta; and George Brown College, Ontario.
Succession planning and concern re lack of prepared graduates to carry on this profession was a topic of discussion at the Denturist Association of Canada’s Annual General Meeting in September, 2016. Discussion at this table identified the average age of Denturists in Canada was 56-58 years.

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

VCC Advising has started a list of interested potential applicants. Both the Admissions Department and the Registrar’s office receive inquiries about the denturist program and when it is to resume. CID College, Surrey, Vancouver offers a Denturist program. This program is currently not accredited. As mentioned in question #2, there are currently only two accredited programs in Canada.

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

At the Annual Denturist Association of Canada Annual General Meeting in Banff, September, 2015 it was mentioned that the average age of Denturists in Canada was 56-58 years. Denturists spoke of not being able to find young, qualified Denturists to take over their practices upon their retirement.

This same concern has been mentioned by the members of the VCC Denturist Steering Committee members, and the Registrar of the College of Denturists of British Columbia. There are only two colleges in Canada presently that offer accredited Denturist programs in Canada. [http://www.denturist.org/career_canadian.html](http://www.denturist.org/career_canadian.html)

WorkBC identifies a 1.7% expected annual demand growth rate for 2014-2024. There are 120 job openings anticipated 2014-2024. The Provincial average full-time salary for this profession falls within the range of $66,000-$95,000. Currently 65% Denturists in BC are male; 35% are female. Of the denturists currently in the labour force, 30% are ages 25-44; 56% are ages 45-64; 5% are 65+. These figures suggest that pending retirement for this aging Denturist cohort will lead to job openings for qualified applicants. [http://www.workbc.ca/careers/3221](http://www.workbc.ca/careers/3221)

In a letter dated March 24, 2016 from Daniel Robichaud, President, Denturist Association of Canada, Daniel mentions the need for Denturists in Canada and of the support for VCC reinstating the Denturist program:

“VCC previously was the only Denturist Program in British Columbia and as such for years British Columbian’s relied on VCC as their main educational facility for future Denturists. We hold steadfast in our opinion that there is a vast need for Accredited Denturist Programs graduating well diverse, educated and enthusiastic Denturists into the well respected and established profession of Denturism. The Profession and the Public needs VCC to reinstate the Denturist Program, as soon as possible, with an intake class each year in order to service the aging population not only in British Columbia but across Canada” Appendix 7.

C. 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?

CDI College, Surrey Campus is the only other college offering a Denturist program in British Columbia. Limited information is available about this program; however it is common knowledge that this program is not accredited. No students have yet graduated from this program. Private college tuition is commonly three to four times higher than that of public post-secondary institutions. The CDI website mentions that their denturist program is 80 weeks in length. In discussion with the members of the Denturist Association of Canada; Denturist program leaders at George Brown College and NAIT, and the VCC Denturist Steering Committee, it was identified that in order for graduates to meet the provincial legislated scope of Denturist practice and the National Competencies for Denturism, program length would need to be extended. Both nationally accredited Denturist programs are 3 years, approx. 27-28 months in length. See Appendix 8 for a comparison of VCC’s previous program with George Brown and NAIT current Denturist Programs; Appendix 9 for a comparison of VCC’s proposed program with George Brown and NAIT programs; and Appendix 10 for a comparison of admission requirements for George Brown, NAIT and VCC’s old Denturist programs.

As per phone and email communication with Department Leaders at George Brown College and NAIT, both programs are currently reviewing their Denturist curricula and expect program length to increase in order to
accommodate the Provincial and National requirements for Denturist. The College of Denturist of British Columbia has only listed the programs at NAIT, Alberta and George Brown College, Ontario on their website. These are the only two accredited programs in Canada.

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

No other public post-secondary institutions in British Columbia offer this program.

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

Yes. There is a designated classroom and lab as well as equipment for the Denturist Program.

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 is based on the cohort based model.

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

The program will be offered over 36 months – three years with June, July and August off, for a total of 27 months. In order for students to maintain their competencies and skills, the maximum allowable time for completion would be 5 years.

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

It is anticipated that each cohort would have an intake of 12 students, with a yearly intake.

D. 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?

Reaching out to High School counsellors about this program will increase awareness of this program. This program could appeal to students interested in learning about new technologies; that have an interest in transferring fine dexterity skills and creative expression into a profession that requires these abilities. It would also appeal to students interested in entrepreneurship and/or starting their own business as many denturists are self-employed.

Recommended Characteristics:

- A caring attitude (Interest in and empathy with people);
- Excellent English Language skills: speaking and listening; reading and writing skills;
- Ability to communicate effectively with individuals of all ages and from all walks of life;
- Problem solving and analysis;
- Mature with positive self-image and high standards of personal integrity;
- Ability to support others on a team;
- Ability to take initiative and handle responsibility;
- Basic computer literacy: email; word processing; internet searching;
- Flexibility to attend clinical placements within and outside of the Metro Vancouver area and to cover the costs associated with this;
- Good manual dexterity – fine motor skills;
- Overall good health.
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 underprepared will be referred to the VCC Learning Centre, to Counselling, to Disability Services and/or to Advising to determine how individual student needs can best be met. Vancouver Community College offers the upgrading courses required for admission to this program.

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?

Applicants will need to meet VCC’s English language requirements for Health Sciences Programs: http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/. VCC offers English language education for those students not meeting these requirements.

This program would be open to any applicants that meet the admission requirements. Students of this program would be VCC students and therefore VCC policies directing education apply. “In recognition that VCC serves a large Aboriginal population that is under represented in post-secondary education, priority registration will be given to qualified Aboriginal students in all courses and programs at VCC. Candidates are invited to self-declare when applying for admission to the college,” (Aboriginal Education Enrollment policy number D.3.10, Appendix 11). Those with disabilities will be welcome in the program and will be referred to Disability Services in order to identify the needed services to support student success. Faculty and administration will respond to perceived inequities if they arise, (Students with Disabilities policy number D.4.1, Appendix 12).

E. Quality

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 about the program will be sought and recommended changes will be considered. National accreditation will be sought to ensure the program meets the expectations of the National Accreditation body. The College of Denturists of BC program approval is required in order for graduates of this program to be eligible to write the licensing examinations. The Denturist Program Advisory Committee will meet regularly to ensure that the program meets the needs of graduates, community and employers.

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

The program will incorporate face-to-face instruction; online learning, in-person labs, and practical education experiences. The final practical education experience would follow a preceptorship model.

19. List all accreditations, affiliations or articulations for this program.

- National Accreditation is granted by the Canadian Denturist Association of Canada
- Program approval is granted by the College of Denturist of British Columbia

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

There is a Steering Committee that is leading this new program proposal. A list of the Steering Committee members can be found in Appendix 13; as well as the minutes from the Steering Committee meetings can be found in Appendices 14, 15 and 16.
21. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

Qualified faculty will need to be hired to deliver this program. Faculty teaching in the Dental Technology and Dental Hygiene programs may have the expertise to teach some of the content in the Denturist program.

F. Admission and Delivery

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

Admission Requirements (Draft) as determined by the VCC Denturist Steering Committee:

- Grade 12 graduation, or equivalent
- English 12 with a C+, or equivalent
- English language proficiency
- Human Biology 12 with a C+ or better
- Math 11 or Physics 11, with a C+ or better
- Two Career Investigations/Summaries (?)

Upn admission to the program (Draft):

- Completion of First Aid and CPR-Level C training
- Proof of a negative TB skin test or chest x-ray

Immunizations in the following are strongly recommended:
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
  - Influenza (required on an annual basis)
  - Chicken Pox

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

- Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General. Access [http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm](http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm) to complete the review request.

*NB. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.

*NB Additional/final admission requirements to be determined in partnership with VCCs School of Health Sciences; Registrar’s Office; College of Denturists of BC; practice education placement sites.

23. Identify pathways that assist in meeting these requirements.

VCC offers English Language education and Adult Basic Education

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

N/A
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).

*Face-to-face theory with some online presence, lab, and clinical experiences, including a final practice education experience is proposed. The final practice education experience would likely follow a preceptorship model.*

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.

*No. A combined first year with Dental Technology/Denturist courses could be a consideration in the future.*

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 D.3.6.1

*No*

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

*The VCC Denturist Steering Committee has drafted a proposed course sequence demonstrating the leveling of content from lower to advanced concepts.*

*The courses are divided into six terms offered over a three year period.*

*A final practice experience that is included within the curriculum (instead of an externship as in the previous curriculum) is a substantial change from current practice and requires discussions with and approval from the College of Denturist of B.C. Board. The VCC Denturist Steering Committee feels very strongly that increasing lab time (and OSCE format for lab evaluation); introducing students to patient care in Term 2 and Term 3; and incorporating a Community Practicum in both Term 4 and 5; and a Final Preceptorship, will improve student success in the program and most importantly, graduate success on Licensure Examinations (theory but particularly the clinical exam and OSCE). The preceptorship would include expectations/requirements as per the regulatory body i.e. the internship portfolio. The final preceptorship evaluation will be based on the National Denturist Competencies. The program completion will be planned to align with the College of Denturists of BC licensing Exams to better promote graduate success. The total theory, lab and practice education hours are yet to be finalized – estimate included in proposed curriculum map below.*

<table>
<thead>
<tr>
<th>Draft Curriculum Map – 3 yr./27 month program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong> (Sept.-Dec.)</td>
</tr>
<tr>
<td>Human Anatomy and Physiology</td>
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<tr>
<td>Proposed: 3 credits/60 hrs.</td>
</tr>
<tr>
<td>Head and Neck Anatomy</td>
</tr>
<tr>
<td>Infection Prevention and Control/Health and Safety (include some IPE activities with Nursing and Dental Hygiene re infection control) Management of Dental Materials theory and introduction to lab skills Proposed: 3 credits/65 hrs.</td>
</tr>
<tr>
<td>Proposed: 1 credit/20 hrs.</td>
</tr>
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</table>

*Note: Draft Curriculum Map – 3 yr./27 month program – estimate included in proposed curriculum map below.*
<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Title</th>
</tr>
</thead>
</table>
| Introduction to Preclinical Prosthetics 1 | a. Complete and partial: theory 2 (4 credits/80 hrs.)
|       | b. Complete and partial: lab 2 (7 credits/175 hrs.)
|       | Case studies and real pts.
|       | Proposed: 5 credits/125 hrs
|       | Total: 9 credits/205 hrs

| Preclinical Prosthetics 2 | a. Complete and partial: theory 2 (4 credits/80 hrs.)
|                         | b. Complete and partial: lab 2 (7 credits/175 hrs.)
|                         | Case studies and real pts.
|                         | Proposed: 11 credits/255 hrs
| Clinical Prosthetics 1 | a. Partial and Complete dentures theory 1 (2 credits/40 hrs.)
|                         | b. Partial and Complete dentures lab practice 1 (5 credits/125 hrs)
|                         | Case studies and real pts.
|                         | Proposed total: 7 credits/140 hrs
| Clinical Prosthetics 2 | a. Partial and Complete dentures theory 2 (2 credits/40 hrs.)
|                         | b. Partial and Complete dentures lab practice 2 (5 credits/125 hrs)
|                         | Proposed total: 7 credits/140 hrs
| Clinical Prosthetics 3 | a. Partial and Complete dentures theory 3 (2 credits/40 hrs.)
|                         | b. Partial and Complete dentures lab practice 3 (5 credits/125 hrs)
|                         | Proposed total: 7 credits/140 hrs

| Professionalism | a. Professional Communication
|                 | b. Foundational concepts of professionalism
|                 | *Pt privacy
|                 | *IPE
|                 | Proposed: 2 credits/40 hrs
|                   | Proposed: 3 credits/60 hrs
|                   | Proposed: 2 credits/40 hrs
|                   | Proposed: 3 credits/60 hrs
|                   | Proposed: 3 credits/60 hrs
| Dental Anatomy, Physiology, Histology and Embryology (Healthy) | Proposed: 3 credits/60 hrs
| Oral Pathology (unhealthy) | Proposed: 3 credits/60 hrs

| Oral Pathology 2 | IPE activities with Dental Hygiene; Nursing; Dental Assisting
|                 | Proposed: 3 credits/60 hrs
| Dental Anatomy & Physiology 2 | Proposed: 3 credits/60 hrs
| Radiographic interpretation | Proposed: 2 credits/40 hrs

| Preceptorship | a. Partial and Complete dentures theory 1 (2 credits/40 hrs.)
|              | b. Partial and Complete dentures lab practice 1 (5 credits/125 hrs)
|              | Case studies and real pts.
|              | Proposed total: 7 credits/140 hrs
|               | Proposed: 11 credits/255 hrs
|

| Clinic 1 | *students to see patients in second half of Term 2
|         | Proposed: 4 credits/100 hrs
| Clinic 2 | *students to see patients in clinic in second half of Term 3
|         | Proposed: 5 credits/125 hrs
| Community Practicum 1 | (Instructor led) following successful completion of Term 4 courses?
|                   | Proposed: 6 credits/180 hrs
| Community Practicum 2 | (Instructor led) following successful completion of Term 5 courses
|                   | Proposed: 6 credits/180 hrs
| Preceptorship | *partnered with practicing dentist
|               | *could be co-op course
|               | Proposed: 12 credits/360 hrs

| Total # of courses: 7 | Total credits: 25
|                       | Total Hrs:530 hrs
|                       | 6.6 hrs/day
| Total # of courses: 6 | Total credits: 24
|                       | Total Hrs: 515 hrs.
| Total # of courses: 8 | Total credits: 23
|                       | Total Hrs: 495
| Total # of courses: 6 | Total credits: 23
|                       | Total Hrs.: 510
| Total # of courses: 6 | Total credits: 21
|                       | Total Hrs.: 510
| Total # of courses: 4 | Total credits: 19
|                       | Total Hrs:520

Program Total # courses: 37
Program Total # credits: 135
Program Total # hours: 3080
A draft Competency Map further demonstrates leveling from lower to advanced courses, Appendix 17. The competency map identifies the proposed courses where competencies are initially introduced.

G. Consultation

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

See Chart below:

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

See chart below:

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Department Head is member of Denturist Steering Committee and has attended all meetings</td>
</tr>
<tr>
<td>Department Support Staff</td>
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</tr>
<tr>
<td>Other Department(s)</td>
<td>Information discussion with Dept. Heads of Dental Hygiene and Dental Technology programs re potential shared courses and Interprofessional education opportunities.</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>
<td></td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Ongoing consultation</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
</tr>
<tr>
<td>EDCO</td>
<td>April, 2016 meeting</td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>New textbooks – to be determined</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Discussions with Advising and Registrar’s office re potential applicant interest in program. Both departments are keeping contact lists re program inquiries, Jan./ Feb. 2016</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Emailed April 1, 2016</td>
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<tr>
<td>Facilities</td>
<td>Meeting scheduled for April 27, 2016</td>
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<tr>
<td>Finance</td>
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<tr>
<td>Information Technology (IT)</td>
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</tr>
<tr>
<td>Institutional Research (IR)</td>
<td></td>
</tr>
<tr>
<td>EXTERNAL CONSULTATIONS</td>
<td>FEEDBACK (include date received)</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>PAC/CEG</td>
<td>Denturist Steering Committee</td>
</tr>
<tr>
<td></td>
<td>Meeting Dates: October 5, 2015;</td>
</tr>
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<td></td>
<td>December 8, 2015</td>
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<tr>
<td></td>
<td>January 26, 2016</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td><strong>College of Denturists of British Columbia</strong>: Program Approval; Registration Body. Ongoing discussions. Registrar member of the Denturist Steering Committee</td>
</tr>
<tr>
<td></td>
<td><strong>Denturist Association of British Columbia</strong>: Professional Body. Ongoing discussions. Board member sits on Denturist Steering Committee</td>
</tr>
<tr>
<td></td>
<td>Discussions with Dept. Leaders for NAIT/George Brown (Sept./Oct 2015)</td>
</tr>
<tr>
<td></td>
<td><strong>Canadian Association of Denturists</strong>: Accreditation. Sept./Nov. 2015</td>
</tr>
<tr>
<td>PSIPS</td>
<td>This will be required to determine new program status</td>
</tr>
<tr>
<td>DQAB</td>
<td>NA</td>
</tr>
</tbody>
</table>

**H. Phase In/Phase Out Plan**

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

The Previous Denturist Diploma Program was suspended June 2015 in order for the program to be revised to better meet industry standards and the National Competencies for Denturists, as well as to better prepare graduates for success. No phase in/phase out required.
PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum. It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

1. NON-RECURRING COSTS (provide accurate estimates)

**Academic non-recurring start-up costs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program development</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty development</td>
<td>*</td>
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<tr>
<td>Staff development</td>
<td>*</td>
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<tr>
<td><strong>Sub-total</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Capital Costs (Equipment, Renovations, Facilities, Library, Technology)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some updates required</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Flooring in office space; storage; office spaces; spaces for faculty to meet with students and clients.)</td>
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</tr>
<tr>
<td><strong>Sub-total</strong></td>
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</table>

**Totals**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Academic Non-Recurring Costs</td>
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<tr>
<td>Capital Costs</td>
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<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
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</tbody>
</table>

2. ONGOING OPERATING COSTS (provide accurate estimates)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
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<tr>
<td>Required service courses</td>
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<td></td>
</tr>
<tr>
<td>Administrative Support (Lab demonstrator)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
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<tr>
<td>Student Services</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>IT Support (minimal)</td>
<td>*</td>
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<tr>
<td>Library (new resources)</td>
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<tr>
<td>Lab operating costs – Salary (LD)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Marketing, Facilities)</td>
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</tr>
<tr>
<td><strong>Sub-total</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program. It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

1. REVENUE

What is the source of funding for this program?
*Base funding of $16,000/FTE/year + tuition and student fees (including material fees and tool kit).*

2. TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition –to be determined</td>
<td></td>
<td>13</td>
<td>14</td>
<td>10</td>
<td>NA</td>
<td>37</td>
</tr>
</tbody>
</table>

3. SIGN OFF

Dean/Director: _____________________________________________

VP Academic: ______________________________________________

VP Finance: _______________________________________________
List of Appendices

Appendix 1 – Denturist Regulation
Appendix 2 – Standards of Practice
Appendix 3 – Code of Ethics
Appendix 4 – National Competency Profile – approved by CDBC
Appendix 5 – Guide to Accreditation
Appendix 6 – Denturist Summary Outcomes 2009-2013
Appendix 7 – Letter from Denturist Association of Canada March 23, 2016
Appendix 8 – Comparison of Denturist Programs GB NAIT VCC (old)
Appendix 9 – Comparison of Denturist Programs VVV Proposed Denturist Program with GB NAIT
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Appendix 11 – Aboriginal Education Enrolment Policy D-03-10(1)
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Appendix 13 – Members of the VCC Denturist Steering Committee
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Health Professions Act

DENTURISTS REGULATION

Note: Check the Cumulative Regulation Bulletin 2014 and 2015 for any non-consolidated amendments to this regulation that may be in effect.

Contents

1 Definitions

2 College name

3 Reserved title

4 Scope of practice

5 Restricted activities

6 Limits or conditions on services

7 Patient relations program
Definitions

1 In this regulation:

"Act" means the Health Professions Act;

"complete denture" means a dental prosthesis, supported by soft tissue, that replaces the natural teeth and associated structures in an edentulous arch and is not attached to or supported by natural teeth or implants and which is removable by the patient;

"dentist" means a person authorized under the Dentists Act to practise dentistry;

"implants" means a device that has been inserted into, over, through or under the jawbone for the purpose of supporting a dental prosthesis;

"overdenture" means a dental prosthesis that replaces natural teeth, is removable by the patient and is

(a) attached to or supported by implants, or

(b) attached to, supported by or covers retained roots or natural teeth;

"edentulous arch" means a dental arch with no remaining natural teeth or roots;

"partial denture" means a dental prosthesis that

(a) is removable by the patient,

(b) restores one or more natural teeth or associated structures, and

(c) is supported in part by natural teeth, crowns or mucosa;
"prescribed services" means services provided by a denturist in accordance with the prescription of a dentist;

"prescription" means a complete written description and design of a partial denture or an overdenture, by a dentist, including any advisory regarding the oral environment or tooth structure.

College name

2 The name "College of Denturists of British Columbia" is the name of the college established under section 15 (1) of the Act for denturism.

Reserved title

3 The title "denturist" is reserved for exclusive use by registrants.

Scope of practice

4 A registrant may carry out non-surgical intraoral procedures to

(a) make, repair, reline, replace or furnish complete dentures,

(b) reline, replace teeth in or make repairs to partial dentures and overdentures, and

(c) in accordance with a prescription, make or furnish partial dentures and overdentures.

Restricted activities

5 (1) No person other than a registrant may carry out non-surgical intraoral procedures to make or furnish complete dentures.

(2) No person other than a registrant who meets the additional qualifications established in the bylaws may carry out non-surgical intraoral procedures to make or furnish overdentures and partial dentures.

Limits or conditions on services
6 (1) No registrant may expose or interpret radiographs.

(2) No registrant may make or furnish a partial denture that is supported by an implant and natural teeth.

(3) A registrant may only provide a partial denture or overdenture that is removable by the patient.

(4) No registrant may reline, replace natural teeth or make structural repairs to a partial denture or overdenture unless the patient has been examined by a dentist within the previous 365 days.

(5) Despite subsection (4) a registrant may reline, replace a tooth or make structural repairs in an urgent situation if a dentist is not available and the registrant immediately refers the patient to a dentist.

(6) No registrant may cut, grind, scale, clean, restore, alter or polish natural teeth, crowns or implants.

(7) Subject to subsection (8), no registrant may provide prescribed services except in accordance with the prescription.

(8) A registrant may alter a prescription if

(a) the prescribing dentist gives prior consent to the alteration,

(b) the altered prescription is noted by the registrant and the prescribing dentist on the patient's record, and

(c) the altered prescription is communicated to a dental technician involved in the fabrication of the dental prosthesis.

(9) A registrant must provide a prescribed service

(a) subject to paragraph (b), within 90 days after the prescription is issued, or

(b) with the approval of the prescribing dentist, within 365 days if this approval is noted by the registrant and the prescribing dentist on the patient's record.
(10) Subject to subsection (11), after a patient has been fitted with an overdenture or partial denture, the registrant

(a) must refer the patient to the prescribing dentist for an examination of the mouth and of the functioning of the overdenture or partial denture, and

(b) must not provide further services until the examination referred to in paragraph (a) has occurred.

(11) A registrant may perform minor adjustments to improve the fit or function of an overdenture or partial denture within 90 days prior to the examination by the prescribing dentist referred to in subsection (10).

(12) Unless authorized by a dentist, a registrant may not deliver to a patient or adjust a complete denture, partial denture or overdenture in an arch in circumstances where, after the removal or loss of teeth, wound closure is incomplete, sutures are still present or bone is exposed.

Patient relations program

7 The college is designated for the purposes of section 16 (2) (f) of the Act.

Health profession corporations

8 Part 4 of the Act applies to denturism.

[Provisions of the Health Professions Act, R.S.B.C. 1996, c. 183, relevant to the enactment of this regulation: section 12 (2)]
Section 5

Practice Standards

This section describes the standards to which denturists are expected to practice in British Columbia
Denturist Practice

The practice of denturism means:

- provision of professional services, as permitted by the regulations, which encompass evaluation, pre-treatment, treatment, and post-treatment of a patient.
- professional administration of clinical, laboratory, and business practices related to the practice of denturism.

Standards of Practice

A registrant must demonstrate, at all times, a level of knowledge which ensures the adequate protection of the public. Areas of requisite knowledge include:

- ethics and responsibilities
  - demonstrate a knowledge of the Health Professions Act, the regulations and College of Denturists bylaws;
  - communicate the responsibilities of a professional to patients, peers, members of the public, and other professionals.

- principles of business
  - demonstrate knowledge of general business practices including principles of accounting, record keeping, basic tax law, basic lease information, basic proprietary and corporate implications on practice, personnel management, and insurance requirements.

- principles of communication
  - demonstrate the ability to communicate in both written and oral forms with patients requiring basic information, peers, other professionals, and staff.

- general and bio-sciences
  - describe basic principles of chemistry, biology, psychology, general anatomy, physiology, kinesiology, pharmacology, histology, embryology;
  - describe advanced principles in head, neck and oral anatomy; head, neck and oral physiology; gnathology; gerontology; psychology; periodontology; pathology; and microbiology.
• removable dental prosthetic sciences
  - describe the theoretical basis of prosthetic care;
  - demonstrate the tasks required to complete clinical and laboratory
    requirements of practice including documentation, treatment planning,
    and selection of appropriate dental materials.

• principles of critical analysis
  - demonstrate skill in self-evaluation, problem solving, self-reflection,
    and constructive criticism.

• clinical skills
  - demonstrate tasks related to the clinical practice of denturism.

• laboratory skills
  - demonstrate tasks related to the laboratory practice of denturism.

• patient management skills
  - demonstrate skill in managing patients from differing socio-economic,
    cultural, and generational backgrounds;
  - manage the referral of patients to appropriate health care providers as
    required;
  - document each interaction with patients and other health care
    providers;
  - maintain complete patient records.

• treatment planning
  - demonstrate the ability to prepare different treatment plans for a
    patient;
  - estimate and explain the potential for success based on proposed
    differing treatments.

• sterilization and infection control
  - demonstrate aseptic techniques and environmental controls to ensure
    adequate hygienic environment.
Section 7

Code of Ethics

This section contains the College code of ethics. This code forms part of the bylaws, but is presented separately in this section due to its importance to all registrants.
**Code of Ethics**

**General**

Every registrant is charged with the duty to uphold the honour and dignity of the profession of denturism and to adhere strictly to the principles set forth in this code.

The profession is given the privilege of self-governance under the Act and, accordingly, registrants must understand the Act, the regulations, and the bylaws and must strictly observe or perform their duties and obligations thereunder.

To uphold and advance the honour and dignity of the profession and its high standards of ethical conduct, registrants must:

- be honest and impartial in serving their patients, the public and their profession;
- strive to increase the competence and status of their profession;
- use their knowledge and skill to improve the health and well being of their patients and the public; and
- respect the dignity and professional status of, and professional relationships with, their colleagues.

**Duty to the Public**

The duty of the registrants to the public includes:

- educating the public in the promotion of oral and removable prosthodontic health, but presentations for such purposes must be in accordance with generally accepted professional standards and must not contravene these bylaws with respect to marketing or professional services;
- providing leadership in community activities whose purpose is to improve the health and well being of the individual and the community;
- publicizing any advance or discovery in any branch of removable prosthetic science in journals and professional publication; and
- not making any statement or declaration or sign any certificate or any other document, or induce or permit a patient to sign any certificate or document which they know or ought to know to be untrue, misleading, or otherwise improper.
Duty to Patients

The duty of registrants to patients includes:

- maintaining patient confidentiality except as may be necessary to divulge such information as contained elsewhere in these bylaws or in connection with investigations by the inquiry committee under section 33 of the Act, or except to the extent the patient has expressly agreed that the registrant may release specific information;
- consulting and providing treatment to any member of the public or, if they are unavailable, to make alternate arrangements;
- maintaining their knowledge of denturism; and
- rendering treatment only in accordance with current professional standards, except that a registrant may use experimental methods and materials in treatment provided such methods and materials:
  - are within the bounds of accepted scientific criteria for well designed experiments, such as the human experimental protocol established by the University of British Columbia, for research and other studies involving human subjects in effect from time to time;
  - have been approved in writing by the College;
  - are used in accordance with the requirements set forth in that approval; and
  - are explained to patients as being experimental and the range and possible results and problems of the experiment are conveyed.

Registrants may treat patients only when they are qualified by training or experience to carry out the treatment plan. Registrants must always be willing to check their diagnosis, treatment, and prognosis by consultation with fellow practitioners or specialist in the field of dentistry or medicine pertaining to the case under consideration. Registrants must be willing to refer a patient when advisable.

Registrants must protect the health of their patients at all times by not delegating or referring any duty or procedure to a person who is not qualified to perform such duty or procedure by skill or training, or by licensure if required under the Act, the regulations or these bylaws, and by not condoning or being a party to such delegations or referrals. Registrants must ensure the actions of all personnel within their employ or control comply with the Act, the regulations, and these bylaws.

Registrants must keep adequate records of all clinical findings, diagnosis and treatment with respect to each of their patients. When a registrant who is presently treating a patient requests records for another registrant who has formerly treated the patient, the registrant must make copies of those records.
available to the attending registrant only where the patient has instructed that the records be transmitted and has given his/her consent for their release.

A registrant who is providing service to the former patient of another registrant should make every effort to obtain a copy of the patient's records from the previous registrant.

**Duty to the Profession**

The duty of registrants to the profession includes:

- supporting and providing advancement of the profession; and
- providing the highest standard of care and accepting full responsibility for treatments provided.

**Duty to Colleagues**

Registrants should not:

- comment or pass judgement on the qualifications of, or procedures rendered by, other registrants unless
  - such comment is in the best interests of the patient's health and well being;
  - the registrant has been subpoenaed as a witness and is testifying under oath.
- compete for patients or professional services by methods which would adversely affect the honour, dignity, or credibility of the profession; or
- compare their professional competence to that of other registrants.

In the event of a consultation, registrants should render only the treatment which was specifically requested.
NATIONAL COMPETENCY PROFILE FOR DENTURISTS

Prepared by

Professional Examination Service
Credentialing Insight

September 2013
Denturists are primary healthcare providers who fabricate, fit, and maintain a wide variety of dental prostheses and oral devices. The practice of denturism is regulated in all Canadian jurisdictions.

In 2012, the College of Denturists of Ontario, the College of Alberta Denturists, and the College of Denturists of British Columbia jointly sponsored a project to develop a national competency profile for the profession. A national competency profile has many benefits, as it can:

- permit a broader understanding of the profession across Canada
- support provincial registrars in their regulatory functions such as entry to practice registration/licensing requirements
- serve as a basis for developing standards of practice
- provide a foundation for quality assurance and remediation requirements
- describe the expected outputs from educational programs

The project sponsors engaged the services of Professional Examination Service (ProExam) to facilitate development of the denturist competency profile. ProExam is a not-for-profit organization with a 70-year history in professional credentialing.

A call for volunteers was distributed to provincial professional associations and regulatory bodies, the national professional association, and educational programs from across the country. From the nominee pool, a 14-member working group was appointed. The working group represented a balance of the educator, practitioner, regulator, and provincial and national professional association perspectives on the practice of denturism.

The working group created an initial draft of the national competency profile, drawing upon their own subject-matter expertise as well as existing literature from educational institutions, professional associations, and regulatory bodies regarding the professional competencies of denturists. Feedback on an interim draft of the document was solicited via focus panels conducted with representatives of the regulatory community, the educational community, and the practitioner community.

A validation survey was conducted to collect information from members of the profession regarding the elements of the competency profile. Ratings scales were designed to elicit information on the frequency with which the individual competency elements were practiced by denturists, and on the potential severity of consequences if a denturist failed to perform the competency element appropriately. A total of 194 denturists completed the survey.

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After reviewing the survey data, the working group judged that the competency profile was complete and representative of the profession.

The competency profile is structured around six major competency areas, which are defined below. Within each competency area, observable performance elements are described.

<table>
<thead>
<tr>
<th>Competency Areas and their Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Practice</strong> – Denturists as primary healthcare providers use their knowledge and skills to meet patients' needs related to denturist services.</td>
</tr>
<tr>
<td><strong>Laboratory Procedures</strong> – Denturists design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices.</td>
</tr>
<tr>
<td><strong>Professional Collaboration</strong> – Denturists work in collaboration with other healthcare professionals to optimize patient treatment and improve health outcomes.</td>
</tr>
<tr>
<td><strong>Practice Management</strong> – Denturists apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.</td>
</tr>
<tr>
<td><strong>Jurisprudence, Ethics and Professional Responsibilities</strong> – Denturists practice within legal requirements and demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development, and is accountable to individual patients, society, and the profession</td>
</tr>
<tr>
<td><strong>Communication</strong> – Denturists communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.</td>
</tr>
</tbody>
</table>

The competency elements within each of these areas appear on the following pages. The statements are written broadly, in order to be inclusive of current permitted acts in the different jurisdictions as well as anticipated future competency requirements.

Some competency elements (for example, radiography, tooth whitening, and anti-snoring and anti-bruxism devices) are not currently performed in all provinces; however, each competency element is currently within the scope of practice in at least one jurisdiction.
NATIONAL COMPETENCY PROFILE FOR DENTURISTS

Competency Area 1: Clinical Practice

**Definition:** Denturists as primary healthcare providers use their knowledge and skills to meet patients' needs related to denturist services.

**Competency Elements**

1.1. Develop a professional relationship with the patient.
   1.1.1. Elicit the patient's needs and expectations regarding dental services.
   1.1.2. Demonstrate a respectful and professional attitude.
   1.1.3. Identify the patient's physical and psychosocial concerns as they relate to treatment.

1.2. Gather and document patient information.
   1.2.1. Obtain a patient's personal information and medical and dental history.
   1.2.2. Perform intraoral and extraoral examinations.
   1.2.3. Perform diagnostic/screening tests.

1.3. Apply knowledge to assess and interpret patient's needs and requirements.
   1.3.1. Recognize the relationship between general and oral health.
   1.3.2. Apply foundational knowledge in biomedical, behavioural, and dental sciences.
   1.3.3. Order and/or take and interpret radiographs.
   1.3.4. Assess existing prosthesis.
   1.3.5. Consider physical and psychosocial factors that may affect the provision of denturist services.
   1.3.6. Determine and communicate the findings of assessments/examinations.

1.4. Develop treatment plans.
   1.4.1. Determine treatment options appropriate to patient's oral and general health status and needs.
   1.4.2. Describe and communicate treatment options and prognoses to the patient so as to enable the patient to make informed decisions.

1.5. Perform and manage clinical procedures including but not limited to the provision of removable prostheses and fixed and removable implant prostheses:
   1.5.1. Tissue treatments
   1.5.2. Impression taking techniques
   1.5.3. Prosthetic modifications
   1.5.4. Maxillary and mandibular registrations
   1.5.5. Try in of prostheses and/or oral devices
   1.5.6. Insertion of prostheses and/or oral devices
1.5.7. Adjustments/recalls/follow-up care
1.5.8. Tooth whitening procedures

1.6. Provide patient education regarding use, care and maintenance of provided dental prostheses and oral devices, and related oral healthcare.

1.7. Perform continued patient care for provided denturist services.
   1.7.1. Recognize indicators of problems related to dental prostheses and oral devices and related oral tissues and structures.
   1.7.2. Solve identified problems related to dental prostheses and oral devices.

1.8. Maintain certification as required in cardiopulmonary resuscitation, first aid, and management of medical emergencies.

1.9. Maintain accurate and complete patient records in a confidential manner.

**Competency Area 2: Laboratory Procedures**

Denturists design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices.

**Competency Elements**

2.1 Apply knowledge and skills in designing and fabricating:
   2.1.1 Complete dentures.
   2.1.2 Partial dentures.
   2.1.3 Overdentures.
   2.1.4 Immediate/surgical dentures.
   2.1.5 Diagnostic splints.
   2.1.6 Surgical and radiographic stents.
   2.1.7 Implant supported/retained dentures.
   2.1.8 Implant supported/retained crowns/bridges.
   2.1.9 Mouthguards.
   2.1.10 Bruxism devices.
   2.1.11 Anti-snoring devices.
   2.1.12 Other devices related to the practice of denturism.

2.2 Modify dental prostheses and oral devices as needed by:
   2.2.1 Adjusting.
   2.2.2 Altering existing prostheses.
   2.2.3 Laboratory and clinical remounting.
   2.2.4 Relining.
   2.2.5 Rebasing.
   2.2.6 Repairing.
   2.2.7 Resetting.
**Competency Area 3: Professional Collaboration**

Denturists work in collaboration with other healthcare professionals to optimize patient treatment and improve health outcomes.

**Competency Elements**

3.1 Collaborate with other members of the dental team and other healthcare professionals to provide and receive information related to patient care.

3.2 Refer patients to other healthcare providers for necessary services and prepare related documentation.

**Competency Area 4: Practice Management**

Denturists apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.

**Competency Elements**

4.1 Apply basic principles of practice administration, and financial and personnel management, to the practice of denturism.

4.2 Adhere to federal, provincial/territorial and municipal laws and regulations applicable to the practice.

**Competency Area 5: Jurisprudence, Ethics and Professional Responsibilities**

Denturists practice within legal requirements and demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development, and is accountable to individual patients, society, and the profession.

**Competency Elements**

5.1 Adhere to legislation and regulations, including Federal, Provincial/Territorial and Municipal, related to:

5.1.1 health and safety
5.1.2 infection prevention and control
5.1.3 patient records and data protection
5.1.4 patient rights
5.1.5 staff rights
5.2 Obtain informed consent including the patient’s acceptance of the treatment plan and any modifications to treatment.

5.3 Adhere to Standards of Practice and Code of Ethics in accordance with provincial regulations and continuing professional development requirements.

5.4 Engage in lifelong learning and support denturist education.

**Competency Area 6: Communication**

Denturists communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.

**Competency Elements**

6.1 Demonstrate effective oral communication skills.

6.2 Demonstrate effective written communication skills.

6.3 Use effective interpersonal skills.

6.4 Adapt communication to meet the needs of the audience.
The Denturist Association of Canada

Guide to Accreditation

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The Denturist Association of Canada wishes to acknowledge the assistance of the following groups:

Curriculum Advisory Committee
Denturist Association of Canada
Canadian Denturist Programs
Provincial/Territorial Regulatory Body

The Commission on Dental Accreditation of Canada for permission to reference CDAC documents regarding content and format
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GUIDE TO ACCREDITATION

I. THE DENTURIST ASSOCIATION OF CANADA

A. Introduction

The Denturist Association of Canada (hereinafter known as “DAC”) is committed to ensuring that the education and preparation of students enrolled in Canadian Denturist/Denturologiste Institutions is consistent in delivery of programs that produce graduates having entry level competence and who are safe to practice.

The DAC is the decision making body responsible for the interests of the membership. Meetings of the DAC are held at the call of the Chair of the Board of Directors, and may be held by general meeting, teleconference, video conference or any other electronic means that allows for member participation. The DAC in consultation with its stakeholders, educators, regulatory bodies, association representatives and members, develops and approves the standards/requirements for educational programs for the training of Denturist/Denturologistes.

The By-Laws of the DAC state that the Board of Directors may appoint committees whose members will hold their offices at the will of the Board of Directors. The Directors shall determine the duties of such committees and may fix by resolution, any remuneration to be paid.

A Standing Committee of the DAC is the Curriculum Advisory Committee (hereinafter known as “CAC”) which has the mandate to review educational programs using a defined set of program requirements and structured on-site visits. Each site visit is made following the submission and review of a detailed report by the program based on stated requirements.

II. Curriculum Advisory Committee

A. Mission Statement

The Denturist Association of Canada is dedicated to provide guidelines and requirements for education of Denturist/Denturologists and through structure of the Curriculum Advisory Committee determines accreditation status for programs in Canada.

B. Goals

1. To set a national standard for curriculum content (support and core courses) for the Canadian Denturist/Denturologiste Institutions.

2. To maintain high standards for the Canadian Denturist/Denturologiste Institutions through regular upgrading and revision of the Program Accreditation Criteria.
3. To review survey reports from Accreditation Survey Teams, and ratify the accreditation status of each Institution’s Denturist/Denturologiste Program.

4. To inform the Executive of the DAC of the accreditation status of all Canadian Denturist/Denturologiste Programs.

5. Promote the use of current educational theory and innovative instructional strategies.

6. To suggest areas for continuing education on specialty topics outside the scope or responsibility of institutions.

C. Structure

The CAC is comprised of representatives from the following constituencies:

1. President of the DAC or designate.

2. Chair of CAC to be appointed by the President and/or Executive of DAC, Appointed for a three (3) year term which may be renewable.

3. One (1) representative from each educational Institution, at their own discretion and own expense, appointed for a three (3) year term, which may be renewable.

4. A minimum of five (5) practicing Denturists/Denturologistes, appointed for a three (3) year term, which may be renewable, and who meet the following criteria:
   
a. Must be licensed/registered in their respective province/territory of practice;

b. Must have a minimum of five (5) years in clinical practice;

c. Must be a graduate of one of Canada’s Denturist/Denturologiste Programs, or have acceptable academic credentials as determined by the DAC;

d. Must be a full member in good standing of their provincial/territorial Denturist/Denturologiste organization and the DAC;

e. Should possess an academic degree, or a diploma in Denturism, and possess special professional qualifications or experience in Denturist activities; and

f. Appointment must be supported by the provincial Denturist Association.

5. Includes one (1) representative, who should be a Licensed Denturis/Denturologiste selected by the Canadian Federation of Denturist Regulators appointed for a three (3) year term, which may be renewable.
D. Term of Office

Term of office for each representative is a three (3) year renewable appointment.

E. Frequency of Meetings

1. To meet formally once a year at the time and place of the DAC Annual General Meeting, or at the call of the Chair.

2. To correspond between the formal meetings to resolve issues that requires immediate attention.

F. Closed Door Sessions

Meetings of the CAC will be open to invited guests unless the Committee is discussing confidential survey reports, program status or subsequent progress reports, in which case, the Chair may indicate the meeting, or a portion of the meeting, is to be held in-camera.

III. WHAT IS ACCREDITATION?

A. Accreditation Defined

Accreditation is a collegial process of self-study and external peer review for quality assurance, accountability and improvement of an academic institution or program designed to determine whether or not it has met or exceeded the published standards of its accrediting association and is achieving its mission and stated purpose.

B. Goals of the Accreditation Process

The goals of national accreditation of educational Programs in Denturism are to:

1. Ensure a high and uniform national standard of education for graduates of all Canadian Denturist/Denturologiste Programs.

2. Promote the acceptance of the graduates as part of the dental health care team.

3. Provide an “external audit” for Programs to supplement Program self-evaluation.

4. Offer guidance regarding accreditation to new or existing Programs.

5. Ensure the highest level of patient care and safety.
6. Encourage Program personnel to monitor changing patterns of practice and developments in Denturism in order that these changes are incorporated into Program delivery.

Accreditation assures the educational community, agencies/organizations and the general public that an Institution’s Program has clearly defined and educationally appropriate objectives; that they maintain conditions under which their achievement can reasonably be expected and is in fact accomplishing them, and that they can be expected to continue to do so.

Accreditation of a Denturism Program of study (hereinafter known as a “Program” or “Programs”) is determined by the CAC. The applicable institutions are subsequently notified if accreditation has been granted to their Program.

A list of Denturist/Denturologiste accredited Programs can be acquired by viewing the DAC website at: www.denturist.org

C Application for Program Survey

An Institute seeking accreditation of their Program is required to submit an application for program survey to the DAC office. The deadline for application to the DAC for an accreditation review is twelve (12) months in advance of the intended survey.

The Accreditation Requirements necessitate that the Institution presenting a Program for accreditation, prepare a self-evaluation of the Program’s educational activities. The Accreditation Requirements are maintained by the DAC Office Administrator and contain the areas for review and the documentation required as evidence to support statements made by the Institution.

It is recommended that Institutions review the Accreditation Requirements prior to applying for accreditation to assist with preparation for a survey by the CAC representatives.

Institutions must complete responses to the Accreditation Requirements in a clear and concise manner and address each accreditation requirement with appropriate information and using the related number that appears in the document, for example 1.3, 2.4 etc. After each requirement response, there is a section for “Submitted Evidence Required”. This evidence may be inserted as a direct response or as a referenced appendix which should be clearly labelled and must identify all responses and references.
Consultation will be made with the Institution by the Chair of the CAC, to determine the appropriate dates for the site visit.

1. An Institution requests accreditation or accreditation renewal of their Program, from the CAC of the DAC. It is the responsibility of the DAC to remind Institutions of the expiry date of the accreditation status of their Program, and the accreditation fees. This reminder must be sent to the Institution one year prior to the expiry date of a current Program accreditation status.

2. The Chair of the CAC consults with the appropriate Program representative to determine the appropriate dates for the site visit.

3. When a site visit is to take place, relevant documents are sent to the Institution by the DAC including:
   a. The Process of Accreditation;
   b. Accreditation Program Requirements; and
   c. Additional Information.

4. The Institution prepares the required documentation and returns seven (7) copies, to the DAC. This documentation must be received by the DAC ninety (90) days prior to the scheduled dates for the on-site visit.

5. The Chair of the CAC selects members of the Accreditation Survey Team (hereinafter known as the “Survey Team”), from the members of the CAC and/or members of the DAC. At least one (1) of the members must be an educator.

6. The Chief Administrative Officer of the DAC forwards copies of the completed documentation to each member of the Survey Team.

7. Using the Surveyor’s Handbook as reference for review, the Survey Team reviews the documentation provided by the institution in preparation for the on-site visit.

8. On-site visit by the Survey Team includes:
   a. Review of Documentation for Program Accreditation;
   b. On-site evaluation; and
   c. Review the findings with the Program, prepare report and make recommendations to the CAC.

9. Details of the draft report are sent to the Institution within two (2) months of the site visit.

10. The CAC reviews the recommendations of the Survey Team and ratifies the accreditation status. The DAC Executive is informed of the Program’s accreditation status, in confidence.
11. The Institution is officially informed of their Program’s accreditation status in writing, by the Chair of the CAC, and a copy of the accreditation report is provided to the Institution. The Institution is encouraged to provide a copy of the Accreditation Report to their provincial Denturist/Denturologiste Regulatory Body and applicable provincial stakeholders.

12. All documentation relating to an accreditation review will be considered confidential and restricted to Survey Team members, and will be maintained in the administrative office of the DAC. The names and locations of Programs granted accreditation status are published by the DAC; however, the specific level of accreditation will not be revealed.

13. Documentation provided by Institutions is to be kept by the surveyors until they are instructed by the Chair of the CAC to return the documents to the DAC national office, or to destroy the documents. In the case of destruction of documents, surveyors and/or other members of the CAC must sign a Destruction of Documents form and forward it to the national office of the DAC. An original copy of all documentation will be kept in a confidential file in the national office of the DAC, open only to the CAC and/or the DAC Executive, if required for reconsideration or appeal.

D Accreditation Classification

The standards as outlined in the Accreditation Requirements are carefully worded to take the form of either a “MUST” or a “SHOULD” statement. Please note that there is a significant difference between the two statements.

The term “MUST” reflects the importance of a requirement and indicates that a requirement is essential or mandatory. If a program fails to answer a “Must” statement in a requirement the survey team will initiate a recommendation for compliance.

A “SHOULD” statement implies that the requirement is highly desirable to the program. If a program fails to answer a “Should” statement, the survey team may make a suggestion to the program.

The words “MAY” or “COULD” used in the accreditation requirements indicate that a program has the freedom to apply an alternative approach to a requirement.

Accreditation reports are written after there has been a comprehensive review of the program during a site visit and Recommendations and Suggestions have been made by the survey team and submitted to the CAC. The report is considered by the CAC when determining the status of the program in question.
The following accreditation statuses may be granted to a Program, and graduates of a Program holding one of these statuses, will be recognized for registration/licensure with the Provincial Regulatory Body.

\[i. \quad \text{Application Procedure – New Denturist Programs}\]

On the basis of a site visit by members of the CAC and an institutionally prepared comprehensive submission of documentation addressing the Accreditation Requirements, an educational institution will be permitted to move forward in the Accreditation Process. The institute must submit an application fee of One-thousand Dollars ($1000.00) and an agreement for cost recovery for the site visit.

The New Denturist Program would at this time have no Accreditation Status. Prior to applying for Accreditation Status the educational institution must meet the minimal requirements of the CAC of the following, but not limited to the following:

a) Prior to first year of graduation, have students in all year levels
b) Have all pertinent documentation
c) Submit an application fee of One Thousand Dollars ($1000) and submit an agreement for cost recovery for the survey visit.
d) All fees subject to change

\[ii. \quad \text{Provisionally Approved - (with specific reporting requirements)}\]

On the basis of a survey visit and an institutionally prepared comprehensive documentation addressing the Accreditation Requirements, this classification is granted if it has been determined that the Program has deficiencies or weaknesses in one or more specific areas.

This accreditation classification signifies the seriousness of the deficiencies or weaknesses but is considered adequate to meet the eligibility requirements for licensure and board examinations. The deficiencies or weaknesses are considered to be of such magnitude that, if not corrected, withdrawal of the Program’s accreditation status will result. Evidence of significant progress in order to maintain the status of Approved must be demonstrated within one year.

\[\text{Length of Term: One (1) year}\]

\[iii. \quad \text{Approved - (with specific reporting requirements)}\]

On the basis of a survey visit and an institutionally prepared comprehensive documentation addressing the Accreditation Requirements, this classification is granted where specific deficiencies or weaknesses exist in one or more basic areas of the Program. The deficiencies or weaknesses are considered to be of such a nature that they can be corrected in a reasonable length of time, which is ordinarily defined as a period not to exceed two years. This accreditation classification is considered adequate to meet the eligibility requirements for licensure and board examinations.
An Institution receiving the status of Approved (with specific reporting requirements) for their Program, must provide a progress report at the end of the first year.

**Length of term: Two (2) years**

**iv. Approved - (without specific reporting requirements)**

On the basis of a survey visit and an institutionally prepared comprehensive documentation addressing the Accreditation Requirements this classification, , indicates that the Program achieves or exceeds the minimum requirements or standards for approval as established by DAC.

This accreditation classification indicates that the Program has no serious deficiencies or weaknesses. However, recommendations or suggestions relating to enhancement of the Program are generally included in the evaluation report.

**Length of term: New Program 3 years, Established Program 5 years**

**v. Intent to Withdraw**

On the basis of an institution’s failure to submit a required progress report to address recommendations from the previous site visit report, or failure to pay annual fees, or failure to pay cost recoveries for a site visit or other financial obligations, the CAC will:

1. Inform the Institution of its delinquency, asking for compliance within 30 days;

2. At the end of the 30 day period, remind the Institution of its delinquency, asking for compliance within a further 30 days; and

3. If compliance is not forthcoming at the end of the second 30 day period, inform the Institution of its intent to withdraw accreditation status as of the next meeting of the CAC duly called to address the delinquency.

**vi. Denied**

If a new Program does not meet the accreditation requirements the status of Denied will be assessed.
E Duration of Accreditation

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Period of Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program</td>
<td>3 years</td>
</tr>
<tr>
<td>Established Programs</td>
<td>5 years</td>
</tr>
</tbody>
</table>

*When a new program has completed its first period of Accreditation and successfully applies and completes its next survey visit with “Approved (without specific reporting Requirements), it will be deemed to be Established.

F Accreditation Fees

The accreditation fee for a Program is based on a fee per cycle, which is paid annually. The fee is intended to offset the cost of accreditation administration and other costs related to the accreditation survey. The CAC reviews accreditation fees annually.

A Program requiring a re-survey visit in the middle of an accreditation term or cycle, a special survey visit fee will be charged to the Program. New Programs requesting accreditation are required to pay a fee for the initial accreditation visit.

All fees are non-refundable.

G Fee Schedule

1. An application fee of One-Thousand Dollars ($1000.00) (subject to change) to cover administration and related costs regarding the application is payable by an Institution seeking a new or renewed accreditation status of their Program.

2. Fees for an on-site survey visit will be on a cost recovery basis. Every effort will be made to minimize the cost of the on-site visit. A detailed estimate of the on-site visit costs will be forwarded to the Institution upon receipt of the accreditation application.

3. Once accredited, an annual accreditation fee will be paid by the Institution to the DAC. A certificate of accreditation will be forwarded to the Institution at the time of new or renewed accreditation of the Program. As of printing, the annual fee is Five Hundred Dollars ($500.00).
H Annual Payment Fee

Each Institution with an accredited Program is annually invoiced, in January, an accreditation fee.

IV. THE ACCREDITATION PROCESS

A Institutions with a New Program Seeking Accreditation

New Programs are encouraged to review the DAC Accreditation Requirements document in order to identify the requirements for accreditation; the Accreditation Requirements are available from the DAC office. The Institution should carefully review the Accreditation Requirements documents to determine whether, in fact, the Program is able to meet the requirements for accreditation, prior to making application. The Institution may wish to consult with DAC for further information before proceeding with the application.

Once a new Program has had its first accreditation survey and the accreditation process is complete, and should this result in an accreditation status of Approved for the Program (whether provisionally approved with specific reporting requirements or approved with or without specific reporting requirements), students enrolled in the Program at the time of the initial accreditation survey visit would be considered to have graduated from an accredited Program.

B Accredited Programs Renewing Accreditation

For Institutions preparing for an accreditation survey to renew Program accreditation, the following table is a guide to simplify the procedure:

Overview

<table>
<thead>
<tr>
<th>Year A</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>DAC office notifies the Institute of the impending expiry date of its Program’s accreditation in the month of November of Year C.</td>
</tr>
<tr>
<td>October</td>
<td>The Institute confirms its intent to renew accreditation of its Program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year B</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>DAC directs the Institute to begin to prepare for the site visit and provides a suggested date and Survey Team members for the accreditation survey visit in Year C.</td>
</tr>
</tbody>
</table>
Denturist Association of Canada

<table>
<thead>
<tr>
<th>September/October</th>
<th>DAC confirms suggested date and Survey Team members for the survey visit. The Institute confirms the accreditation Survey Team.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year C</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>January to August</td>
<td>As scheduled, the accreditation survey takes place.</td>
</tr>
<tr>
<td>November</td>
<td>CAC reviews the survey report and makes a decision regarding the accreditation status of the Program.</td>
</tr>
<tr>
<td>December</td>
<td>The Institution is notified of accreditation status granted to its Program, and is provided with copies of the survey report and accreditation certificate.</td>
</tr>
</tbody>
</table>

C Pre Survey Documentation

The DAC Accreditation Requirements form the basis upon which the Survey Team will review the pre-survey documents provided by the Institution and on which the Survey Team drafts the accreditation survey report. These Accreditation Requirements are also the basis by which the CAC determines program accreditation.

The Accreditation Requirements document identifies each requirement, which has a **must** or **should** statement to be met by the Program, as well as ‘submitted evidence required’ questions identifying the documentation to be submitted by the Institution. The Institution is required to address each question and the Institution’s response to the questions form the basis for a submission to the CAC prior to the survey visit. The pre-survey documentation is reviewed by the Survey Team members before the accreditation survey visit, and forms the basis for the survey report.

To assist in development of the pre-survey documentation that will be submitted, follow the steps outlined below:

For each requirement in the Accreditation Requirements document, the Institution must:

a) State in full, the Accreditation Requirement and the related number that appears following each Accreditation Requirement, (for example 2.1, 2.2 etc.).

b) Following each Accreditation Requirement, provide the ‘submitted evidence required’ as indicated in the Accreditation Requirement. Responses must be clear and concise and respond to each Accreditation Requirement, providing the appropriate information and a referenced appendix, if required. Appendices and index tabs should be clearly labelled and placed to identify all responses and references.
It is expected that responses will be prepared in the order the Accreditation Requirements are presented. If an appendix is required, it should be referenced to the corresponding requirement and appear in numeric sequence at the conclusion of the submission.

If the Institution’s Program accepts students at various times in the academic year, this must be recorded in the submission identifying the number of student intakes per year, the number of students in each intake and the projected graduation dates.

All responses to the Accreditation Requirements must be submitted in hard copy format; however electronic back up in Microsoft Word™ on a CD, flash drive, or via e-mail, can additionally be submitted. The CAC requires seven (7) copies of the pre-survey documentation and appendices. It is recommended that one (1) copy of the complete document be included in the set up for the interview room for reference during the accreditation survey visit.

The seven (7) copies of the completed package must be submitted to the DAC office 90 days prior to the date of the survey visit so that the material can be distributed to members of the Survey Team for their review.

D The Accreditation Survey Team

The following members of the Survey Team are appointed by the CAC:

- Chair of the CAC (or designate);
- Two (2) licensed/registered practitioners who are members of the CAC, and who practice in a province other than the one in which the accreditation is taking place (or their designates);
- One (1) Denturist/Denturologiste instructor from an accredited Canadian teaching institution (appointed by CAC Chair, must be independent of the teaching institution being evaluated);
- One (1) representative who is a licensed Denturist/Denturologiste of the Regulatory Body of the province in which the survey is being held (with voting privileges). The Regulatory Body may also send a lay person to attend as an observer at their own expense, this person would be in addition to the licensed Denturist representative;
- Members or designates participating on a Survey Team of francophone programs, should be proficient in both English and French.

The names of the Survey Team members are provided to the Institute’s Department Head of the Denturist Program, prior to the site visit. The Institution has the opportunity to request an alternate surveyor, should there be a concern regarding a possible conflict of interest.

The composition of the Survey Team may be modified by the CAC to respond to the program’s needs and/or the availability of the appropriate expertise.
E Preparation by the Survey Team

Step 1

As an accreditation surveyor, you are a member of a team that reviews the Program based on the DAC’s Accreditation Requirements, and assist in writing the accreditation survey report.

Prior to the accreditation survey visit, the workload is divided among the Survey Team members and each team member is assigned specific accreditation requirements and individual Program curriculum courses. Surveyors should look for their assignments in the table of contents and throughout the survey report template.

In the pre-survey documentation, each Accreditation Requirement is followed by the “Submitted Evidence Required” section and the Institute’s response, which provides evidence whether or not the requirement has been met. Please review the Accreditation Requirement and/or sections in the resource documentation assigned to you.

Step 2

Prior to writing the areas assigned to you, take the time to read the following:

1. Review the Accreditation Requirements. The Accreditation Requirements are composed of MUST and SHOULD statements; the Institute is required to address the MUST statements.

2. If there is a previous accreditation survey report, read this report to become familiar with the Program. The Recommendations from the previous accreditation report and the actions addressing the Recommendations are referenced at the beginning of the pre-survey documentation. Surveyors are responsible for ensuring that the actions taken by the Institute based on previous Recommendations, have been implemented. The surveyors will further verify these facts while on the accreditation survey visit and confirm them in the space provided in the draft survey template.

Before you start writing the report, call the CAC Chair/Committee for a brief orientation or to answer any of your questions.

Step 3

Your observations summarize the Program responses that they have submitted to demonstrate that they have met each Accreditation Requirement. Based on the pre-survey documentation, you should draft your observations directly into your designated areas under Surveyors Observations. The Institution’s responses serve as a guide to gauge whether or not an Institution has responded to the questions outlined in the DAC Accreditation Requirements.
The previous accreditation survey report could also serve as a guide for comment and writing style format.

Your preliminary observations should be drafted in the template and an electronic copy should be forwarded via email to the CAC prior to the accreditation survey visit. In case you are missing any of the pre-survey documentation, please contact the CAC to provide you with the necessary documents and information prior to the visit.

The draft report, which contains the surveyors’ individual preliminary observations, is then reviewed by all surveyors, during the pre-survey meeting which happens on the eve of the accreditation survey visit.

**F Suggested Pre-Survey Meeting Protocol**

Introductions, travel issues, hotel accommodation, personal arrangements which need attention, are dealt with before the site visit begins:

1. Review the schedule or time table that has been provided, make any adjustments that the Survey Team suggests or requires.

2. Review any material that has been brought by the survey facilitator.

3. Begin with the submission and draft report and discuss all requirements so the Survey Team is comfortable with the report as drafted.

4. Highlight “Red Flag” areas that may require additional investigation.

5. Create a list of items to request at the start of the visit or issues that the Program Director can assist in making clear.

6. Is the Survey Team comfortable with the process and the role they will play?

7. Finalize arrangements to transport to the site the next morning.
Guidelines for Writing the Accreditation Report

To assist you in writing the report before the accreditation survey visit:

1. Your observations summarize the Institution’s responses and outline the Institution’s mechanisms they deem meet each Accreditation Requirement. Based on the pre-survey documentation, you should draft your observations directly into your designated areas under Surveyor’s Observations. The Institution’s responses serve as a guide to gauge whether or not an Institution has responded to the questions outlined in the DAC’s Accreditation Requirements. The previous accreditation survey report could also serve as a guide for content and writing style/format.

2. Prepare and include your questions/clarifications in the template submitted to CAC before the survey visit. Staff will collate and insert them into the working draft of the report. Questions are intended to clarify policies and/or procedures or to verify your understanding of the submitted documentation, as it relates to the requirements. It is important to verify on the accreditation survey visit, that the documentation submitted is actually implemented by the Program. You may feel that something is missing and that there are perceived inappropriate elements, sequencing concerns, or missing dimensions. Feel free to ask questions to determine whether or not there are valid reasons or factors that you need to take into account.

3. In preparing your questions and observations, take an active rather than passive approach and read the pre-survey documentation submitted by the Program. Take notes and formulate questions as you read. Remember, your goal is not just to familiarize yourself with the Program, but also to understand it well enough to confidently and knowledgeably discuss it with both Program personnel and other Survey Team members. Pull out the key points.

4. The draft report, which contains the surveyors’ individual preliminary observations, is then reviewed by all surveyors during the pre-survey meeting, which happens prior to the accreditation survey visit. This first draft is invaluable for the other Survey Team members, as it offers insight on your assigned sections and assists in drawing an overview of the accreditation survey report.

5. During the accreditation survey visit, scheduled interviews serve to confirm the information and clarify any questions you may have, and to make the necessary corrections to the draft accreditation survey report. Interviews provide the supplementary information necessary to verify the Program’s factual dimensions. Sections of the draft report that require revision can be edited and updated during or after the accreditation survey visit.

6. Take all pre-survey material with you to the accreditation survey visit.
7. For those requirements specifically assigned to you, you are responsible for leading the interview discussions related to the Accreditation Requirement or the specific course(s) assigned to you. You are also responsible for writing these sections in the final accreditation report.

G The Survey Visit

Survey visits are normally conducted from January through August of each year.

The Coordinator of the Program is expected to arrange a schedule of meetings, and tours for the visiting Survey Team. The schedule should accompany the survey documentation submitted prior to the site visit. The schedule must include the names and titles of the individuals scheduled for an interview, the course names, the titles and instructor names, as well as room numbers where the interviews will be held.

The order and arrangements of the meetings and the tours are at the discretion of the Coordinator, in consultation with the Chair of the CAC, but several suggestions follow which might be helpful in this regard:

1. Arrival arrangements will be made in consultation with the DAC and the survey team members should be provided with time to organize documents and materials before the first interview. The room should be equipped with table seating and electrical outlet access for computer equipment.

2. The first meeting of the morning should be with the Director of the Program, Senior Administrator and any other Associate who is responsible for the administration or coordination of the Program. The purpose of holding this meeting on the first day, is to allow the Survey Team to discuss the curriculum and policies that are applicable to the Program.

3. A private meeting with the Institution’s President (or designate) can be included in the morning schedule where Senior Administration will have an opportunity to discuss policy and plans for the Institution, which may have an impact on the Program.

4. A tour of the physical facilities should be included so that Survey Team members can be acquainted with instructional and resource areas, to assist with assessment of the Program.

5. The Survey Team will require interviews with individual faculty members to discuss curriculum content and delivery. During these interviews the Survey Team will clarify information from the pre-survey documentation and questions to assist with assessment of student learning. Interviews may be scheduled with individual faculty members by course subject or in faculty groupings as deemed appropriate, but should be held without the attendance of members of the Program administration.
The Program Head should inform faculty members that the Survey Team members have received and studied the curriculum in advance and will be spending the brief interviewing time, clarifying required points. Faculty may be asked to summarize their courses of study briefly, giving special emphasis to the particular skill and abilities expected of students upon completion of the courses.

6. There should be access in the interview room to required textbooks, evaluation tools, examinations and supporting documents for individual courses.

7. An interview should be scheduled with as many students as possible and another with the full complement of faculty members to discuss the Institution /Program environments.

8. The Survey Team should have the opportunity to meet with the Chair of the Program Advisory Committee.

9. The Survey Team will request an opportunity to meet with the Jurisdictional Regulatory Body’s representative.

10. As a clinical evaluation is part of the accreditation process, the survey team will visit the clinic while the students are providing patient treatment for removable prosthetic care. The site visit schedule should include an entire clinical session scheduled prior to the last day of the survey. The Institute is asked to provide lab coats for the survey team members.

**H Survey Schedule**

A sample survey schedule template is provided here to assist the program in scheduling survey interviews. Survey visits may be lengthened or shortened for specific reasons, following consultation with the institution.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Staff/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 10:00 am</td>
<td>Introductions and Meeting with Program Coordinator and Dean/Director of Denturist Program.</td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30 am</td>
<td>Meeting with facility President or designate.</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00 pm</td>
<td>Tour of Facility.</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00 pm</td>
<td>Meeting with Chair of the Denturist Advisory Committee.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Staff/Faculty</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td>Working Lunch Break.</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:30 pm</td>
<td>Denturist Curriculum – meetings with individual faculty members.</td>
<td></td>
</tr>
<tr>
<td>2:30 – 2:45 pm</td>
<td>Coffee Break.</td>
<td></td>
</tr>
<tr>
<td>2:45 – 4:30 pm</td>
<td>Denturist Curriculum – meetings with individual faculty members</td>
<td></td>
</tr>
<tr>
<td>4:30 – 5:00 pm</td>
<td>Survey Team conference.</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 12:00 pm</td>
<td>Clinical Outcome Review and Evaluate (CORE) Team (Clinical Observation Session).</td>
<td></td>
</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td>Working Lunch Break.</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:00 pm</td>
<td>Meeting with Students from the Program.</td>
<td></td>
</tr>
<tr>
<td>2:00 – 4:00 pm</td>
<td>Denturist Curriculum – meetings with individual faculty members</td>
<td></td>
</tr>
<tr>
<td>4:00 - 5:00 pm</td>
<td>Survey Team conference.</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 9:00 am</td>
<td>Meeting with Admissions Director.</td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:00 am</td>
<td>Meeting with representative of Jurisdictional Regulatory Body Representative.</td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30 am</td>
<td>Break.</td>
<td></td>
</tr>
<tr>
<td>10:30 – 12:00 pm</td>
<td>Meeting with Clinical Outcome Review and Evaluate (CORE) Team.</td>
<td></td>
</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td>Working Lunch Break.</td>
<td></td>
</tr>
<tr>
<td>1:00 – 3:30 pm</td>
<td>Survey Team Conference.</td>
<td></td>
</tr>
<tr>
<td>3:30 – 4:30 pm</td>
<td>Exit Interviews.</td>
<td></td>
</tr>
</tbody>
</table>
I Protocol for Institution Administrators

Unless otherwise requested by the Survey Team, Program Administrators are not expected to remain in the rooms with the Survey Team during conferences with faculty members. The Survey Team retains the right to have in-camera discussions with individual members of faculty or administration.

The Survey Team must be provided with a conference room for the duration of the survey.

The interview with the Institute’s President or Chief Administrative Officer(s), may be conducted at the location convenient to them.

Due to the hectic schedule of the Survey Team, the provision of a working lunch by the faculty of the institution is a much appreciated courtesy.

J The Survey Report

The first survey report is an oral report made by the Survey Team during the exit interview with the Institution’s Senior Administrator(s) and the Program Director. This verbal report provides the Survey Team with an opportunity to identify to the Program, the recommendations and suggestions that will appear in the final written report.

Recommendations made by the Survey Team are based upon the Accreditation Requirements for the Program. In areas where a MUST statement in the Accreditation Requirements is not met, a Recommendation will be made and it is anticipated that the Institution will address the Recommendation. Suggestions may also appear in the final report on points that have been identified by the Survey Team, with a view to enhancing the overall Program. Suggestions are intended to be helpful and Institutions are not required to address suggestions.

The Survey Team and the CAC are responsible for the compilation of the written survey report which is then edited by all members of the Survey Team prior to forwarding the draft survey report to the Institution. The Institution then has an opportunity to review the report for verification of factual data. Should the Institution have questions or clarifications, these are addressed by the CAC in consultation with the Institution and, if applicable, subsequent changes are made to the written report. The report, as approved by the Institution, and any other documentation, is presented to the next meeting of the CAC and the DAC Executive, following the accreditation survey.
K Consideration of Report and Granting Status

Based upon review of the accreditation survey report, the CAC grants a Program, an appropriate accreditation status. The CAC may, if deemed necessary, require that an Institution provide an information report or progress report on the Program, when the status of Provisionally Approved (with specific reporting requirements) or Approved (with specific reporting requirements) is granted.

If the status Approved has been granted to a Program, a certificate will also be forwarded to the Institution.

L Progress Report

An Institution that receives a status of Provisionally Approved (with specific reporting requirements) or Approved (with specific reporting requirements) for its Program following an accreditation survey visit, is required to submit a progress report to the CAC. The report will respond to the specific Recommendations identified as requiring additional reporting.

A well-written and effective progress report will comprehensively address these Recommendations, clearly documenting how the Institution has addressed the Recommendations.

The CAC requires evidence demonstrating the implementation of the specific Recommendations(s). Reports of action(s) taken to rectify deficiencies and supporting documentation (evidence), are considered more favourably in the decision to upgrade an Institution’s Program accreditation status, than are reports of plans to implement changes. Progress reports are reviewed by the CAC. The reviewer’s report their recommendations on whether to maintain or upgrade a Program’s accreditation status.

The format of the progress report should include:

1. The Recommendation, quoted in its entirety.
2. A description of the actions taken by the Institution to implement the Recommendation. Descriptions should be succinct but include sufficient detail to clearly describe progress made.
3. Supporting documentation/evidence as appendices to the progress report and include an itemized list of the supporting documentation in the progress report. Label the appendices by Recommendation number.
1. Examples of supporting documentation or evidence which might be included with the progress report are:
   - Course and/or clinic schedules,
   - Course outlines and/or objectives,
   - Sample evaluation forms,
   - Inter-departmental memos,
   - Statistical reports of the number/type of procedures or clinical experiences performed,
   - Patient charts,
   - Committee minutes and evaluation tools.

Progress reports are to include a cover page with the name and address of the Institution and the Program being reported on, and include a ‘footer’ on each page with the name of the Institute, Program and date. Submit seven (7) of the progress report to the Chair of the CAC at the national office of the DAC.

M  Annual Report

Institutions are responsible, as a requirement for continued accreditation, to submit by September 30th of each year, an annual program review to inform the CAC of any significant changes that could affect the accreditation status of the Program.

The report should be related to administration, personnel, facilities and finance, enrolment and graduation statistics. The report should include, but not be limited to:

   - Faculty listing – full and part time;
   - Name of Program Coordinator;
   - Course description and hours;
   - Any changes to the program;
   - Graduation rate;
   - Listing of Denturists on faculty;
   - Administration Contacts;
   - Student timetable for all semesters; and
   - Enrolment figures.

N  Appeal Procedure

Institutions, whose Programs have been denied accreditation status, or whose accreditation status has been withdrawn, have the opportunity to appeal the decision.

A written request for an appeal complete with detailed reasons for the appeal must be received by the DAC within thirty (30) days of receiving the decision from the DAC. If acceptable, the DAC Executive will assemble an Appeal Panel which has the authority to hear program appeals, and determine whether or not the CAC followed appropriate processes in determining a denial or withdrawal of a program’s accreditation.
The Appeal Panel also ensures that the CAC reviewed the information provided by the Institution in relation to the Accreditation Requirements required to obtain initial accreditation or to maintain Program accreditation.

The Appeal Panel has no authority to consider facts or information which was not previously presented to the CAC, or to comment on the reasonableness or necessity of the existing DAC Accreditation Requirements.
DACSO Summary of Survey Results


CPC Codes (internal institutional codes) (DENT: Denturist (DIPL))

Number of Eligible Students: 28
Number of Respondents: 20
Response Rate: 71%

Description of Survey Respondents

Demographics

Of Eligible Students: Of Respondents:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>57%</th>
<th>45% *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>43%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Median age (yrs) 30.0 29.0

Aboriginal* 0%

*2004 to 2012 asked of all respondents. Since 2013, asked of respondents who indicated their Country of Origin was Canada.

Graduate Status (institution-reported)

Graduate 100%

Graduate Status (self-reported) (not asked after '09)

Completed requirements for program credential 75% *

Respondents’ Reason For Enrolling (not asked after '09)

Job skills 75% *

Credential 0%

Credential & job skills 0%

Other 25% *

Previous Education

Completed high school (asked in '04, '07, and '09) 100% *

Of Those With a Previous Credential (not asked in '04, '06, and '08) N=14

Certificate or diploma 64%

Degree 43%

Employment Outcomes

Of Valid Responses:

89% in the labour force

65% employed

Of Those in the Labour Force:

19% * unemployed

Of Those Employed:

77% employed in a permanent job

85% employed in a training-related job

8% * had current job before/during studies

Usefulness of Studies

Usefulness of Education in Getting Job (obtained after studies)

Very 58%

Somewhat 25%

Not very 0%

Not at all 17%

N= 12

Usefulness of Knowledge and Skill Gain in Performing Job

Very 46%

Somewhat 46%

Not very 0%

Not at all 8%

N= 13

* Sample size is less than ten, interpret with caution.

"n/a" indicates the data are not shown to preserve confidentiality.

NOTE: All percentages are rounded to whole numbers.
DACSO Summary of Survey Results


CPC Codes (internal institutional codes) (DENT: Denturist (Dipl))

Number of Eligible Students: 28
Number of Respondents: 20
Response Rate: 71%

Current Activity

Of All Respondents:

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>50%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working only</td>
<td></td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Studying only</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Studying &amp; working</td>
<td></td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Not working &amp; not studying</td>
<td></td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

* Of Respondents Both Working and Studying: N= 1

  0% employed full-time and studying
  0% employed part-time and studying

Not asked in '11, '12

0% considered themselves to be a worker rather than a student
100% * considered themselves to be a student rather than a worker

Further Education Outcomes

Of Valid Responses:

15% * were currently studying
15% * have taken further studies (including those still attending the same institution)

* Of Those Who Have Taken Further Studies (including those still attending): N= 3

100% * have taken further studies at a B.C. public post-secondary institution

Of Respondents Who Expected to Transfer Credits: N= 0

0% received the expected course transfer credits
0% felt satisfied or very satisfied with the transfer experience

* Of Those Who Have Taken Related Further Studies (including those still attending): N= 3

67% * felt very well prepared for further study
33% * felt somewhat prepared for further study

Where are you studying or where did you take further studies?

B.C. Public Post-Secondary Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIT</td>
<td></td>
</tr>
<tr>
<td>Camosun College</td>
<td></td>
</tr>
<tr>
<td>Capilano University</td>
<td></td>
</tr>
<tr>
<td>College of New Caledonia</td>
<td></td>
</tr>
<tr>
<td>College of the Rockies</td>
<td></td>
</tr>
<tr>
<td>Douglas College</td>
<td></td>
</tr>
<tr>
<td>Emily Carr University of Art and Design</td>
<td></td>
</tr>
<tr>
<td>Institute of Indigenous Government</td>
<td></td>
</tr>
<tr>
<td>Justice Institute of BC</td>
<td></td>
</tr>
<tr>
<td>Langara College</td>
<td></td>
</tr>
<tr>
<td>Nicola Valley Institute of Technology</td>
<td></td>
</tr>
<tr>
<td>North Island College</td>
<td></td>
</tr>
<tr>
<td>Northern Lights College</td>
<td></td>
</tr>
<tr>
<td>Northwest College</td>
<td></td>
</tr>
<tr>
<td>Okanagan College</td>
<td></td>
</tr>
<tr>
<td>Selkirk College</td>
<td></td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>100%</td>
</tr>
</tbody>
</table>

0% University of the Fraser Valley
0% Kwantlen Polytechnic University
0% Vancouver Island University

0% University of British Columbia/UBC Okanagan
0% University of Northern British Columbia
0% Simon Fraser University
0% Royal Roads University
0% Thompson Rivers University
0% Thompson Rivers University - Open Learning
0% University of Victoria

0% Other (all other institutions)

* Sample size is less than ten, interpret with caution.

NOTE: All percentages are rounded to whole numbers.
## Skill Development and Post-Secondary Experience

### Program Provided Opportunity for:

#### Of respondents who felt skill was:

<table>
<thead>
<tr>
<th>Skill Development</th>
<th>Very Well</th>
<th>Well</th>
<th>Adequately</th>
<th>Poor</th>
<th>Very Poor</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write clearly and concisely</td>
<td>33%</td>
<td>*</td>
<td>47% *</td>
<td>13%</td>
<td>7% *</td>
<td>*</td>
</tr>
<tr>
<td>Speak effectively</td>
<td>32%</td>
<td>*</td>
<td>37% *</td>
<td>26%</td>
<td>5% *</td>
<td>*</td>
</tr>
<tr>
<td>Read and comprehend materials</td>
<td>21%</td>
<td>*</td>
<td>58% *</td>
<td>11%</td>
<td>5% *</td>
<td>*</td>
</tr>
<tr>
<td>Work effectively with others</td>
<td>37%</td>
<td>*</td>
<td>32% *</td>
<td>21%</td>
<td>5% *</td>
<td>*</td>
</tr>
<tr>
<td>Analyze and think critically</td>
<td>47%</td>
<td>*</td>
<td>42% *</td>
<td>5%</td>
<td>5% *</td>
<td>*</td>
</tr>
<tr>
<td>Resolve issues or problems</td>
<td>21%</td>
<td>*</td>
<td>47% *</td>
<td>11%</td>
<td>5% *</td>
<td>*</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>32%</td>
<td>*</td>
<td>53% *</td>
<td>11%</td>
<td>5% *</td>
<td>*</td>
</tr>
<tr>
<td>Use computers (not after '11)</td>
<td>43%</td>
<td>*</td>
<td>0%</td>
<td>43%</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>Use other tools and equipment (not after '11)</td>
<td>50%</td>
<td>* 33% *</td>
<td>17% *</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Use mathematics (not after '11)</td>
<td>14%</td>
<td>*</td>
<td>43% *</td>
<td>43%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total applicable</strong></td>
<td><strong>67%</strong></td>
<td>*</td>
<td><strong>33%</strong> *</td>
<td><strong>0%</strong></td>
<td><strong>0%</strong></td>
<td><strong>0%</strong></td>
</tr>
</tbody>
</table>

### Personal Development**

(asked in ’04, ’06, and ’09)

#### Of respondents who felt aspect of development was:

<table>
<thead>
<tr>
<th>Personal Development</th>
<th>Very Well</th>
<th>Well</th>
<th>Adequately</th>
<th>Poor</th>
<th>Very Poor</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide career/education</td>
<td>67%</td>
<td>*</td>
<td>33% *</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Manage work effectively</td>
<td>33%</td>
<td>*</td>
<td>33% *</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Understand more about yourself</td>
<td>67%</td>
<td>*</td>
<td>33% *</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Develop community awareness</td>
<td>100%</td>
<td>*</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Appreciate the arts</td>
<td>50%</td>
<td>*</td>
<td>50% *</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td>Increase understanding of society</td>
<td>33%</td>
<td>*</td>
<td>67% *</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Satisfaction with Aspects of Your:

#### Of respondents who felt aspect of program was:

<table>
<thead>
<tr>
<th>Program</th>
<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>Very Poor</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction</td>
<td>25%</td>
<td>*</td>
<td>35% *</td>
<td>15%</td>
<td>10% *</td>
<td>15% *</td>
</tr>
<tr>
<td>Amount of practical experience</td>
<td>35%</td>
<td>*</td>
<td>45% *</td>
<td>10%</td>
<td>10% *</td>
<td>0%</td>
</tr>
<tr>
<td>Organization of program</td>
<td>20%</td>
<td>*</td>
<td>35% *</td>
<td>15%</td>
<td>15% *</td>
<td>0%</td>
</tr>
<tr>
<td>Library materials (not after ’11)</td>
<td>45%</td>
<td>*</td>
<td>45% *</td>
<td>0%</td>
<td>9% *</td>
<td>8%</td>
</tr>
<tr>
<td>Quality of computers and software (not after ’11)</td>
<td>27%</td>
<td>* 64% *</td>
<td>9% *</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Quality of other tools/equipment (not after ’11)</td>
<td>50%</td>
<td>* 42% *</td>
<td>8% *</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Availability of instructors outside</td>
<td>0%</td>
<td>25%</td>
<td>25% *</td>
<td>25%</td>
<td>25% *</td>
<td>0%</td>
</tr>
<tr>
<td>Helpfulness of instructors outside</td>
<td>25%</td>
<td>*</td>
<td>25% *</td>
<td>25%</td>
<td>0%</td>
<td>25% *</td>
</tr>
<tr>
<td>Fair assessments (tests, papers) (not after ’11)</td>
<td>25%</td>
<td>* 25% *</td>
<td>0%</td>
<td>25% *</td>
<td>25% *</td>
<td>0%</td>
</tr>
<tr>
<td>Variety of assessments (not after ’06)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Textbooks and learning materials (not after ’11)</td>
<td>33%</td>
<td>* 50% *</td>
<td>8% *</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Level of Difficulty

(2005 to 2007 asked of trades-training respondents only. 2008 and 2009 asked of all respondents. Not asked 2004, or after 2009.)

<table>
<thead>
<tr>
<th>Level of Difficulty</th>
<th>Very easy</th>
<th>Easy</th>
<th>Neither difficult nor easy</th>
<th>Difficult</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2007</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Sample size is less than ten, interpret with caution.

**Personal development questions asked of a 50% sample.

***A 50% sample was asked in 2004 and 2005.

CPC Codes (internal institutional codes) (DENT: Denturist (DIP))

Number of Eligible Students: 28
Number of Respondents: 20
Response Rate: 71%

Reasons for choosing the institution

<table>
<thead>
<tr>
<th>Reason</th>
<th>N=3</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>33% It is in the region where I live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% Availability of program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67% Program unique to this institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% Reputation of institution/went there before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% Reputation of program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% Less expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% I was accepted into this institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33% Location of institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% Transferability of course or program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% Employer sent me</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: In 2008, the "Why did you choose the institution?" question was changed to allow multiple responses. Please refer to the Evaluation of Education filtered report to see data for this question in the old non-multiple response format.

Jobs Obtained

<table>
<thead>
<tr>
<th>10 Most Common Training-Related (TR) Occupations</th>
<th>Employed in This TR Occupation</th>
<th>% of Those Employed in TR Occupations</th>
<th>Median Hourly Wage**</th>
<th>Median Weekly Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>3221 Denturists</td>
<td>9 *</td>
<td>82%</td>
<td>$14</td>
<td>40</td>
</tr>
<tr>
<td>XXXX Unclassified Occupations</td>
<td>1 *</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3411 Dental Assistants</td>
<td>1 *</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of Those Currently Employed:

<table>
<thead>
<tr>
<th>Category</th>
<th>Employed</th>
<th>% of Those Employed</th>
<th>Median Hourly Wage**</th>
<th>Median Weekly Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Training-Related Occupations</td>
<td>11</td>
<td>85%</td>
<td>$14</td>
<td>40</td>
</tr>
<tr>
<td>Unrelated Occupations</td>
<td>2 *</td>
<td>15%</td>
<td>n/a</td>
<td>40</td>
</tr>
<tr>
<td>Training-Related Status Unknown</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently Employed</td>
<td>13</td>
<td>100%</td>
<td>$15</td>
<td>40</td>
</tr>
<tr>
<td>Unemployed and Looking for Work</td>
<td>3 *</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in Labour Market</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relationship of Employment to Training

<table>
<thead>
<tr>
<th>Relationship of Employment to Training</th>
<th>N= 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very related</td>
<td>77%</td>
</tr>
<tr>
<td>Somewhat related</td>
<td>8%</td>
</tr>
<tr>
<td>Not very related</td>
<td>0%</td>
</tr>
<tr>
<td>Not at related</td>
<td>15%</td>
</tr>
</tbody>
</table>

How Long Did it Take to Find Current Training-Related Employment?

<table>
<thead>
<tr>
<th>Time to Find Employment</th>
<th>N= 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one month</td>
<td>70%</td>
</tr>
<tr>
<td>1 to 2 months</td>
<td>20%</td>
</tr>
<tr>
<td>3 to 4 months</td>
<td>10%</td>
</tr>
<tr>
<td>5 to 6 months</td>
<td>0%</td>
</tr>
<tr>
<td>More than 6 months</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Sample size is less than ten, interpret with caution.
** Hourly wage data not available before 2005.
"n/a" indicates the data are not shown to preserve confidentiality.
Student Outcomes Reporting System (SORS)

This report was run by:  
Vancouver Community College

This report was run on:  
6/4/2014

This report shows data from:  
Survey name: BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey  

About the DACSO survey:  
The DACSO survey is conducted annually from January to June, with funding from the ministry responsible for post-secondary education and B.C.’s public post-secondary institutions. The eligible cohort for the DACSO survey are former students from public post-secondary institutions who have completed or nearly completed their diploma, associate degree, or certificate programs 9 to 20 months before the survey. Please note the DACSO survey does not include apprenticeship, short certificate, baccalaureate, or developmental (Adult Basic Education, English as a Second Language, and Adult Special Education) programs.

Using the data:  
SORs users must ensure that any use of the data complies with all applicable legislative and/or contractual obligations, including without limitation the Freedom of Information and Protection of Privacy Act and the terms of any Information Sharing Agreement between the SORS user and BC Stats.

The source of the data must be acknowledged in all documents and communications. Reports produced through SORS may contain low frequency cells, so SORS users must take appropriate steps to ensure confidentiality and protection of personal privacy.

To cite these data:  
Please reference “BC Student Outcomes” for all data from the Outcomes surveys. For more formal citations, use the following:  
Source: BC Student Outcomes, Diploma, Associate Degree, and Certificate Student Outcomes Survey, prepared by BC Stats.
March 24, 2016

Vancouver Community College
Denturist Technology
City Centre, 250 West Pender Street
Vancouver, BC
V6B 1S9

Attention: Ms. Debbie Sargent - Dean of Health Sciences
Attention: Ms. Marilyn Heaps – Instructional Associate Centre of Instructional Development

Dear Ms. Sargent and Ms. Heaps:

Further to our letter of May 25, 2015 and Ms. Marilyn Heaps attendance at our Annual General Meeting (AGM) on September 21, 2015, wherein we discussed the many facets of Vancouver Community College’s (VCC) decision to suspend their Denturist Program effective June 30, 2015.

At the AGM, Ms. Heaps, provided our delegation with insightful information and a true understanding of the decision (by the College Board and not the Ministry) to suspend the program, the main points being:

- Major Program Review/Reorganizing of Curriculum Required
- Hire Faculty (previous 2 instructors have now retired)
- Readjust Financials to Increase Tuition (was operating in a deficit position)

We appreciated and valued Ms. Heaps’ presence at the AGM and truly felt that the delegations questions were answered in a clear and concise manner by Ms. Heaps.

In these discussions, at the AGM, and in previous correspondence, The DAC and the Provincial Association’s (PA’s) became more aware of the fact that a point of issue with the program was the internship requirement, which is the student’s responsibility to obtain and complete an internship position with a Denturist. In these discussions, it became apparent that the proper support may not have been given to the students to ensure their success in obtaining and completing said internship.
Once the Denturist Program is reinstated, The DAC with the support of our Provincial Association’s, would like to offer our full support to VCC in assisting in the provision of the internship requirement. The DAC will endeavor to work closely with the Provincial Associations and their members to provide intern opportunities within their practices for these students. The DAC hopes that this proposal will help to bridge the previous situation and now allow students that have successfully completed the program to fully meet all of the requirements to move forward to the licensing exam.

The DAC is committed and passionate about the profession of Denturism in Canada and would endeavor to establish a major support system to all Denturist Programs across Canada, especially with an accessible membership of over 1,750 Denturists.

VCC previously was the only Denturist Program in British Columbia and as such for years British Columbian’s relied on VCC as their main educational facility for future Denturists. We hold steadfast in our opinion that there is a vast need for Accredited Denturist Programs graduating well diverse, educated and enthusiastic Denturists into the well respected and established profession of Denturism.

The Profession and the Public needs VCC to reinstate the Denturist Program, as soon as possible, with an intake class each year in order to service the aging population not only in British Columbia but across Canada.

We are hopeful that we will receive an update from VCC in regards to their progress in reinstating your Denturist Program and if we can be of any assistance or provide any necessary information, please do not hesitate to contact our office at 613-968-9467 or by email at dacdenturist@bellnet.ca.

Yours in Denturism,

Daniel Robichaud, DD
President

cc. Kore Connolly DD, President of DABC
   Email legacydentureclinic@shaw.ca

   Jennifer Roff, Registrar of CDBC
   Email registrar@cd.bc.ca

   Mr. Nathan Hoffer DD, Chair CAC
   Email nathanjh@shaw.ca
<table>
<thead>
<tr>
<th>Denturist Programs in Canada</th>
</tr>
</thead>
</table>
| **Vancouver Community College**  
Vancouver, BC  
(Suspended)  
20 months – 5 terms  
Tuition: $3,368.00/year  
Lab, textbook and college fees = $6,836.60 +$6736  
**Approx. program total cost:** $13,572.60 |
| **George Brown College**  
Toronto, Ontario  
(Accredited)  
NB. Information from website  
3 years - 6 terms  
Tuition: $17,055.00 for first two semesters (incl. lab fees, textbooks and college fees)  
Est. 17,055x6 = $51,165  
**Approx. program total cost:** $51,165.00 |
| **NAIT**  
Edmonton, Alberta  
(Accredited)  
NB. Information from website  
3 years  
Tuition: $2,085.00/semester = 2085x6 = $12,510  
Program Fees: $10,124.00  
College Fees: $2796  
**Approx. program total cost:** $25,430.00 |

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 1</th>
<th>Term 1</th>
</tr>
</thead>
</table>
| Anatomy and Physiology  
Professionalism  
Health and Safety  
Dental Anatomy and Morphology  
Preclinical Prosthetics 1  
Dental Histology and Embryology | Head and Neck Anatomy  
Removable Prosthodontics-Preclinical Practice 1  
Complete Denture Prosthodontic Theory 1  
Dental materials for the Denturist 1  
Infection Prevention and Control 1  
Human Anatomy and Physiology 1  
English Skills or College English  
General Education Elective | Interprofessional Dental Education  
Removable Prosthodontics: Introductory Laboratory Skills  
Complete Dentures: Introductory Laboratory Skills  
Applied Dental Anatomy and Radiology  
Oral Pathology A  
Infection Prevention and Control  
Patient Documentation and Treatment Planning  
Initial Clinical Prosthodontics  
Intermediate Laboratory Skills for Complete dentures  
Fundamentals of Removable Partial Denture Design  
Oral Pathology B |

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 2</th>
<th>Term 2</th>
</tr>
</thead>
</table>
| Dental Laboratory Science  
Fundamentals of Oral Pathology  
Orofacial Anatomy and Physiology  
Dental Psychology  
Preclinical Prosthetics 2 | Removable Prosthodontics – Preclinical Practice 2  
Complete Denture Prosthodontic Theory 2  
Dental Anatomy  
Practice/Partial Dentures 1  
Infection Prevention and Control 2  
Human Anatomy and Physiology 2  
Dental Materials for the Denturist 2  
College English (if necessary)  
Future of Healthcare in Canada |  
| | |  |

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 3</th>
<th>Term 2</th>
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</thead>
<tbody>
<tr>
<td>Periodontics &amp; Preventative</td>
<td>Practice/Partial Dentures</td>
<td>Patient Treatment 1</td>
</tr>
<tr>
<td>Course</td>
<td>Term 1</td>
<td>Term 2</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Care Professionalism 2</td>
<td></td>
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<tr>
<td>Applied Oral Pathology 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preclinical Prosthetics 3</td>
<td></td>
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<tr>
<td>Clinical Prosthetics 1</td>
<td></td>
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<tr>
<td>Pharmacology and Emergency Care</td>
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<tr>
<td>Clinical Infection Control</td>
<td></td>
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<tr>
<td>Radiographic Interpretation</td>
<td></td>
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<tr>
<td>Complete Denture Prosthodontic Theory 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removable Prosthodontics – Clinical Practice 1</td>
<td></td>
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<tr>
<td>Periodontology and Embryology</td>
<td></td>
<td></td>
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<tr>
<td>Oral Pathology 1</td>
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<tr>
<td>Pathophysiology and Pharmacology 1</td>
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<tr>
<td>Complete Denture Prosthodontic Theory 4</td>
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<td>Oral Pathology 2</td>
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<td>Pathophysiology and Pharmacology 2</td>
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<td>Gerontology</td>
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<tr>
<td>Applied Oral Pathology 2</td>
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<tr>
<td>Radiographic Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preclinical Prosthetics 4</td>
<td></td>
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<tr>
<td>Clinical Prosthetics 2</td>
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<tr>
<td>Case Presentations</td>
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<tr>
<td>Practice/Partial Dentures 3</td>
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<tr>
<td>Removable Prosthodontics – Clinical Practice 1</td>
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<td></td>
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<tr>
<td>Complete Denture Prosthodontic Theory 1</td>
<td></td>
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<tr>
<td>Oral Pathology 2</td>
<td></td>
<td></td>
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<tr>
<td>Pathophysiology and Pharmacology 2</td>
<td></td>
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<tr>
<td>Gerontology</td>
<td></td>
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<tr>
<td>Clinical Internship</td>
<td></td>
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<tr>
<td>Removable Prosthodontics – Clinical Practice 2</td>
<td></td>
<td></td>
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<tr>
<td>Removable Implant Prosthodontics for the Denturist 1</td>
<td></td>
<td></td>
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<tr>
<td>Removable Prosthodontic Theory and applications 1</td>
<td></td>
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<tr>
<td>Community Placement</td>
<td></td>
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<tr>
<td>Nutrition</td>
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<tr>
<td>Jurisprudence, Ethics and Professional Responsibilities</td>
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<tr>
<td>General Education Elective</td>
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</tr>
<tr>
<td>Term 4</td>
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<tr>
<td>Business Management</td>
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<td>Gerontology</td>
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</tr>
<tr>
<td>Applied Oral Pathology 2</td>
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<tr>
<td>Radiographic Interpretation</td>
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<tr>
<td>Preclinical Prosthetics 4</td>
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<td>Clinical Prosthetics 2</td>
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<tr>
<td>Case Presentations</td>
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<tr>
<td>Removable Prosthodontics – Clinical Practice 2</td>
<td></td>
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<tr>
<td>Removable Implant Prosthodontics for the Denturist 1</td>
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<td></td>
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<tr>
<td>Removable Prosthodontic Theory and Theory and Applications 1</td>
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<tr>
<td>Nutrition</td>
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<td>Term 5</td>
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<td>Clinical Internship</td>
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<td>Removable Implant Prosthodontics for the Denturist 2</td>
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<tr>
<td>Removable Prosthodontic Theory and Theory and Applications 1</td>
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<tr>
<td>Community Placement</td>
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<td>Nutrition</td>
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<tr>
<td>Term 6</td>
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<td>Removable Prosthodontic Theory and Theory and Applications 1</td>
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<td>Nutrition</td>
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<tr>
<td>Community Placement</td>
<td>Managing a Denturist Practice</td>
<td></td>
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</tr>
</tbody>
</table>
### New VCC Proposed Denturist Program compared to George Brown and NAIT

#### Vancouver Community College
- **Proposed length:** 6 terms/27 months

#### NAIT
- **Program Length:** 6 terms:
  - 111 weeks/28 months
  - Level 1: two 15 week terms
  - Level 2: two 15 week terms; one 7 week term (professional experience)
  - Level 3: one 20 week practicum term; one 17 week practicum term; plus a 7 week term on site at NAIT

#### George Brown
- **Program Length:** 6 terms

### Tuition:
- **TBD**
- **NAIT**
  - **Tuition:** Approx. program total cost: $25,430
    - **Cost per semester:**
      - Cost Per Credit: $223
      - Tuition Cap: $2,085
      - Tuition International
    - Cost Per Credit: $747
      - Tuition Cap: $6,985
      - Mandatory Fees
      - NAITSA: $120
      - U-Pass: $162.50
      - Health & Dental: $114
      - Rec. & Athletics: $70
      - Books, Supplies & Program Fees (est.)
        - Semester 1: $3,855
        - Semester 2: $475
        - Semester 3: $500
        - Semester 4: $100
        - Semester 5: $200
        - Semester 6: $4,994
- **George Brown**
  - **Tuition:** $18,707.00 * † ADDITIONAL COST
  - * Amounts listed do not include additional costs it is the total of tuition, materials, student service and ancillary fees for the first two semesters of programs starting in fall 2015. Fees are subject to change for programs starting in fall 2016 and at later dates.
  - † There will be additional costs to the program in each year of study, including textbooks, appropriate laboratory/clinical attire, sundries, and personal protective equipment. There is a refundable rental fee for some equipment on loan to the student.

### Course Details

#### Term 1
- **Anatomy and Physiology**
  - (15 wks.)
- **Head and Neck Anatomy**
- **Infection Prevention and Control/Health and Safety**
- **Introduction to Preclinical Prosthetics: Complete Dentures Lab Theory 1**
- **Introduction to Preclinical Prosthetics: Complete Dentures Lab Practice 1**
- **Professionalism 1**
- **Dental Anatomy,**

#### Term 1
- **Interprofessional Dental Education**
  - **Removable Prosthodontics: Introductory Lab Skills**
  - **Complete Dentures: Introductory Laboratory Skills**
  - **Applied Dental Anatomy and Radiology**
  - **Oral Pathology A**
  - **Infection Prevention and Control**

#### Term 1
- **Head and Neck Anatomy**
- **Complete Dentures: Laboratory Practice 1**
- **Complete Dentures: Laboratory Theory 1**
- **Dental Materials for the Denturist 1**
- **Infection Prevention and Control 1**
- **Human Anatomy and Physiology 1**
- **English skills/College English**
<table>
<thead>
<tr>
<th>Term 2</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dental Psychology</strong></td>
<td><strong>Patient Documentation and Treatment Planning</strong></td>
</tr>
<tr>
<td><strong>Preclinical Prosthetics 2: Complete and Partial Theory 2</strong></td>
<td><strong>Initial Clinical Prosthodontics</strong></td>
</tr>
<tr>
<td><strong>Preclinical Prosthetics 2: Complete and Partial Lab 2</strong></td>
<td><strong>Intermediate Laboratory Skills for Complete Dentures</strong></td>
</tr>
<tr>
<td><strong>Professionalism 2</strong></td>
<td><strong>Fundamentals of Removable Partial Denture Design</strong></td>
</tr>
<tr>
<td><strong>Dental Anatomy and Physiology 2</strong></td>
<td><strong>Oral Pathology B</strong></td>
</tr>
<tr>
<td><strong>Oral Pathology 2</strong></td>
<td><strong>Complete Dentures</strong></td>
</tr>
<tr>
<td><strong>Clinic 1</strong></td>
<td><strong>Laboratory Practice 2</strong></td>
</tr>
<tr>
<td><strong>Term 2 (15 wks.)</strong></td>
<td><strong>Complete Dentures</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Laboratory Theory 2</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Dental Anatomy</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Practice/Partial Dentures 1</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Foundations of Clinical Practice</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Human Anatomy and Physiology 2</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Dental Materials for the Denturist 2</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>College English</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Collaborative Health care in Canada</strong></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Patient Treatment 1</strong></td>
</tr>
<tr>
<td><strong>Pharmacology and Emergency Care</strong></td>
<td><strong>(NAIT Denturist Clinic with pts.)</strong></td>
</tr>
<tr>
<td><strong>Clinical Infection Control</strong></td>
<td><strong>Prosthodontic Theory 1</strong></td>
</tr>
<tr>
<td><strong>Clinical Prosthetics 1: Partial and Complete Dentures theory 1</strong></td>
<td><strong>Intermediate Removable Partial Denture Design</strong></td>
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<td><strong>Clinical Prosthetics 1: Partial and Complete Dentures lab 1</strong></td>
<td><strong>Clinic 2</strong></td>
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<td><strong>Professionalism 3</strong></td>
<td><strong>Practice/Partial Dentures 2</strong></td>
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<td><strong>Radiographic Interpretation</strong></td>
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<tr>
<td><strong>Oral Pathology and Pathophysiology</strong></td>
<td><strong>Complete Dentures Clinical Theory 1 (full year)</strong></td>
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<tr>
<td><strong>Case Presentation 1/Patient Treatment 1 (OSCE format)</strong></td>
<td><strong>Complete Dentures Clinical Practice 1 (full year)</strong></td>
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<tr>
<td><strong>Clinic 2</strong></td>
<td><strong>Periodontology Histology and Embryology</strong></td>
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<tr>
<td><strong>Term 3 (15 wks.)</strong></td>
<td><strong>Oral Pathology</strong></td>
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<td><strong>Term 3</strong></td>
<td><strong>Pathophysiology and Pharmacology 1</strong></td>
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<td>Term 4</td>
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<td>Partial and Complete Dentures theory 2</td>
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<td>Clinical Prosthetics 2</td>
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<td>Partial and Complete Dentures Lab 2</td>
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<td>Business Management</td>
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<td>Pathology and Pharmacology 2</td>
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<td>(Gerontology focus)</td>
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<td>Case Presentation 2/Patient Treatment 2</td>
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<td>Community Practicum 1</td>
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<td><strong>Term 4</strong></td>
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<td>Patient Treatment 2 (NAIT Denturist Clinic with pts.)</td>
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<td></td>
<td>Prosthodontic Theory 2</td>
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<td>Applied Removable Denture Design</td>
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<td>Introduction to Dental Implant Sciences</td>
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<td>Introduction to Denturist Practice</td>
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<td><strong>Term 4</strong></td>
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<td>Practice/Partial Dentures 3</td>
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<td>Complete Dentures Clinical Theory 1</td>
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<td>General Elective</td>
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<tr>
<th>Term 4</th>
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<td>7 wk. practicum</td>
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<th>Term 5</th>
<th>Dentures over Implants</th>
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<td>Treatment Planning 1</td>
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<td>Clinical Prosthetics 3</td>
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<td>Partial and Complete Dentures theory 3</td>
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<td>Clinical Prosthetics 3</td>
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<td>Partial and Complete Dentures theory 3</td>
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<td>Professionalism 4</td>
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<td>Case Presentations 3 (OSCE format/ethical dilemmas)</td>
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<td>Community Practicum 2</td>
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<td><strong>Term 5</strong></td>
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<td>Practice Management</td>
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<td>Denturist Clinical Practice 1</td>
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<td><strong>Term 5</strong></td>
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<td></td>
<td>Removable Prosthodontics Clinical Practice (full year)</td>
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<td></td>
<td>Removable Implant Prosthodontics for the Denturist 1</td>
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<tr>
<td></td>
<td>Removable Prosthodontics Theory and Applications (full year)</td>
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<td>Community Placement (full year)</td>
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<td>Nutrition</td>
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<td>Jurisprudence, Ethics and Professional Responsibilities</td>
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<tr>
<th>Term 5</th>
<th>20 wk. practicum</th>
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<tr>
<th>Term 6</th>
<th>Treatment Planning 2</th>
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<tr>
<td></td>
<td>Managing a Denturist Practice</td>
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<tr>
<td></td>
<td>Case Presentations 4 (OSCE format/ethical dilemmas)</td>
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<tr>
<td></td>
<td>Preceptorship (Community Placement- faculty supervised)</td>
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<td><strong>Term 6</strong></td>
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<tr>
<td></td>
<td>Denturist Clinical Practice 2</td>
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<td></td>
<td>Patient Treatment 3 (NAIT Denturist Clinic with pts.)</td>
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<td>Advanced Lab Skills</td>
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<tr>
<th>Term 6</th>
<th>17 wk. practicum</th>
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<tr>
<th>Term 6</th>
<th>Removable Prosthodontics Clinical Practice (full year)</th>
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<td>Removable Implant Prosthodontics for the Denturist 2</td>
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<td>Removable Prosthodontic Theory and applications (full year)</td>
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<td>Community Placement (full year)</td>
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<td></td>
<td>Managing a Denturist Practice</td>
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## Comparison of Admission Requirements

<table>
<thead>
<tr>
<th>VCC (old program)</th>
<th>NAIT (from website)</th>
<th>George Brown (from website)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the Denturist Program is a competitive selection basis. Deadline for applications is April 22, 2015.</td>
<td>Entrance Requirements Academic Requirements</td>
<td>ADMISSION REQUIREMENTS</td>
</tr>
<tr>
<td></td>
<td>Grade 12 English</td>
<td>Applicants are selected on the basis of their academic achievement, including the required courses, and any other selection criteria outlined below:</td>
</tr>
<tr>
<td></td>
<td>Pure Math 30 or Math 30-1 or 30-2 or Applied Math 30</td>
<td>• Ontario Secondary School Diploma or equivalent**</td>
</tr>
<tr>
<td></td>
<td>Biology 30</td>
<td>• Grade 12 English (C or U) - A grade of 70 or higher is required.</td>
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<tr>
<td></td>
<td>One of: Science 30, Physics 30, Chemistry 30, Math 31, Social Studies 30-1 or a 30-level language other than English</td>
<td>• Grade 11 Math (M or U) or Grade 12 (C or U) - A grade of 60 or higher is required.</td>
</tr>
<tr>
<td></td>
<td>View the English Language Proficiency Requirements for the Program: NAIT</td>
<td>• Grade 11 Biology (C or U) or Grade 12 (U) - A grade of 70 or higher is required.</td>
</tr>
<tr>
<td>Non-Academic Requirements</td>
<td>• Online Interview - During the interview you will be asked questions regarding the Denturist profession. The following activities are encouraged to ensure an understanding of the Dental Assisting Technology program and profession:</td>
<td>• Grade 11 Chemistry or Physics (U) or Grade 12 Chemistry or Physics (C or U) - A grade of 60 or higher is required.</td>
</tr>
<tr>
<td></td>
<td>o Review of the program website</td>
<td>• Testing - Manual dexterity test for qualified applicants only.</td>
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<td></td>
<td>o Attend Open House</td>
<td>• Mature applicants are eligible to test for Mathematics, Science and English</td>
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<tr>
<td></td>
<td>o Attend an Information Session</td>
<td><strong>MANDATORY REQUIREMENT FOR S101</strong></td>
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<td></td>
<td>o Clinical site visits</td>
<td>Pre-placement Health Form – can’t download</td>
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<td></td>
<td>• Computer - A computer with Internet access is required for this program.</td>
<td>• Upon confirmation of acceptance into this program, students must meet all the mandatory pre-placement health requirements for the program. It may take up to four months to complete all the requirements.</td>
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<td>• Certifications - Proof of Standard First Aid and Basic Life Support for Healthcare Provider (HCP). CPR training (including AED) will be required on the first day of class.</td>
<td>• All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.</td>
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<td>• Immunizations - Student immunization form will be required on the first day of class. After initial application, prospective students</td>
<td>• For further details and to download the mandatory preplacement health form, go to the Pre-placement website at <a href="http://www.georgebrown.ca/preplacement">www.georgebrown.ca/preplacement</a></td>
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<tr>
<td></td>
<td>Upon Acceptance:</td>
<td><strong>MANDATORY REQUIREMENT FOR S101</strong></td>
</tr>
<tr>
<td></td>
<td>o Completion of First Aid and CPR-Level C training</td>
<td>Pre-placement Health Form – can’t download</td>
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<tr>
<td></td>
<td>o Proof of a negative TB skin test or chest x-ray</td>
<td>• Upon confirmation of acceptance into this program, students must meet all the mandatory pre-placement health requirements for the program. It may take up to four months to complete all the requirements.</td>
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<td>• All costs, service fees and fines associated with the overall health requirements are the responsibility of the student.</td>
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<tr>
<td></td>
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<td>• For further details and to download the mandatory preplacement health form, go to the Pre-placement website at <a href="http://www.georgebrown.ca/preplacement">www.georgebrown.ca/preplacement</a></td>
</tr>
</tbody>
</table>
All requests for transfer credits or course exemptions for all courses in the program must be submitted with application to the program. Click here for Request for Transfer Credit (PDF) form.

**Applicants should note that criminal records check will be required for licensure with the College of Denturist of BC. If this is a concern, applicants are encouraged to contact that College, prior to, or during the application process.**

**Recommended Characteristics:**

- Interest in and empathy with people
- Excellent command of spoken and written English
- Ability to communicate effectively with people of all ages and from all walks of life
- Skilled in problem solving and analysis
- Mature with positive self-image and high standards of personal integrity
- Desire to help others be successful
- Ability to take initiative and handle responsibility

Should determine their immunization requirements immediately as they may take several months to complete. Required immunizations are measles, mumps, rubella (MMR), Hepatitis B and Hepatitis B titre test and Tetanus/Diphtheria/Pertussis (dTap). Documentation is required for all immunizations. On-site or off-site clinical placement may be restricted, limited or denied if immunizations are not current and/or complete.

- Computer literacy - Basic computer literacy is required, which includes basic word processing, Internet, and email.
- Additional Requirements and Information - Any prospective students with serious skin disorders such as psoriasis, dermatitis or latex allergy should consider their options carefully before applying to this program. Those with back, arm or neck problems, issues with mobility or significant health challenges are advised to consult with the Program Chair. As well, students are required to be patients for peers in a clinical setting: official documentation from a physician or dentist must be presented if a student is unable to be a patient.
- English Language Requirements - As English is the language of instruction in all programs at NAIT, an adequate knowledge of written and spoken English is a prerequisite for admission. Regardless of country of origin or citizenship status, English language proficiency must be demonstrated prior to acceptance. For more information, please see English Language Proficiency.

**Police Vulnerable Sector Check (must be valid annually)**

- In compliance with the requirements of our placement partners, all students in this program are required to have a police vulnerable sector check completed, and this check must be renewed annually before entering into field or clinical placement.
- The police vulnerable sector check process typically takes two to three months, but under some circumstances can take four to eight months. This is required to protect the clientele of our placement partner agencies, who are considered "vulnerable persons" under the law.
- Students are responsible for ensuring that the police vulnerable sector check covers appropriateness for "individuals being employed and/or volunteering who will be working with vulnerable person(s)".
- Students are required to keep the original copy of their police vulnerable sector check.
- Students who are unable to provide a "clear" police vulnerable sector check may not be able to start their field or clinical placement and therefore may be unable to complete the program. Students who are not eligible to attend their practice placement due to a "not clear" status will jeopardize their progress in the program.
- Failure to meet the requirements for field placement will prevent students from completing the program and/or securing employment.
- The fees for the police record check vary and must be paid by the student. For more information, please visit the Preplacement at website: www.georgebrown.ca/preplacement/record_check

**Mature Student status (19 years of age or older)**

**Course Exemptions:** Certain Ontario Academic Credit (OAC), college or university credits may qualify you for course exemptions. Many courses are also eligible for prior learning assessment, based on your previous education and experiential
Student Selection Process and Criteria

Student selection is competitive and based on criteria that may include academic achievement beyond the stated minimum prerequisites. Successful applicant averages typically fall within a “62-88% range.

- Prerequisites are reviewed by the Registrar’s Office for compliance.
- Applicants are shortlisted based on academic standing (Phase 1). Applicants with prior Health Sciences credentials or other health profession credentials may be given special consideration for the interview shortlist.
- Selected applicants will be invited (by e-mail) to participate in an online interview session.
- After scheduled interviews are conducted, the final selection (Phase 2) is based on:
  - Academics - 60%
    - (based on academic average of the required 30 level courses)
  - Online interview session - 40%

Interview: Consists of a series of scenario-based interview questions designed to evaluate the applicant’s critical thinking and ethical decision making abilities, communication skills, knowledge of the profession and the non-cognitive skills necessary for success in a clinical environment. The interview process will incorporate four to six questions. The length of the interview process is approximately 30-45 minutes.

Advanced Credit

You may apply for advanced credit once you have learning.

CONTACT US
Call The Denturism Program Coordinator, Deepak Naik at Email: dnaik@georgebrown.ca For updated information and course descriptions, visit georgebrown.ca or call 416-415-2000 (TTY 1-877-515-5559) or long distance 1-800-265-2002. George Brown College is continually striving to improve its programs and their delivery. The information contained in this calendar is subject to change without notice. It should not be viewed as a representation, offer or warranty. Students are responsible for verifying George Brown College admission, graduation, and fee requirements as well as any requirements of outside institutions, industry associations, or other bodies that may award additional designations concurrently with, or after completion of, a George Brown College program.
been accepted into the program. Advanced Credit can be Transfer Credit (for completed post-secondary courses), Credential Recognition (for completed certificates, diplomas or degrees) or PLAR (Prior Learning Assessment and Recognition).

Transfer Credit & Credential Recognition: In addition to the common guidelines outlined on the Recognition of Prior Learning website and on the Request for Transfer Credit or Credential Recognition form (pdf), your program has other advanced credit requirements that are applied to each request including:

- You must have completed the course or program no more than 5 year(s) ago
- You must have a minimum mark of C- in the course(s) or program

Contact the program for additional information about Advanced Credit.

If you do not qualify for transfer credit or credential recognition, Prior Learning Assessment and Recognition (PLAR) may be an option.
Aboriginal Education Enrolment Policy

Purpose
To increase Aboriginal\(^1\) participation and enrolment at Vancouver Community College.

Policy
In recognition that Vancouver Community College serves a large Aboriginal population that is under-represented in post-secondary education, priority registration* will be given to qualified Aboriginal students in all courses and programs at VCC. We invite candidates to self-declare when applying for admission to the College.

Applies to
VCC Aboriginal Education and Services, Registrar’s office, and all VCC educational departments.

Procedures
Priority registration will be made available for Aboriginal students in the following ways:

a. Aboriginal students who are offered seats through this policy must meet all of the established prerequisites and criteria for program access.

b. VCC may request that Aboriginal students who apply under this policy provide proof of Aboriginal ancestry\(^2\).

c. In programs with high demand, a number of seats will be reserved for Aboriginal students. This will be determined in consultation with the VP Education, Dean, or Director for the program area.

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\(^1\) “Aboriginal” refers to the descendants of the indigenous people of the region that is now called Canada, including First Nations, “Indians” (status and non-status), Métis, and Inuit persons as recognized by the Constitution Act 1982, Part II, Section 35 (2)

\(^2\) Proof of Aboriginal ancestry, for the purpose of this policy, may include: A photocopy of a status card or Métis card. A letter from an Aboriginal community, organization, or agency. A letter of support from VCC’s Aboriginal Education and Services Department. Final decisions regarding “proof of Aboriginal ancestry”, for the purpose of this policy, will be made by the Director of Aboriginal Education and Services (or his/her designate).
d. Where program demand is high, additional sections/programs funded by Aboriginal tuition revenue may be added to accommodate Aboriginal students. These will operate as fully funded cohorts. Special arrangements, such as community-based delivery, may be considered providing that there are sufficient resources and demand. This will be determined in consultation with the VP Education, Dean, or Director for the program area.

e. Two spaces may be allocated for Aboriginal students, in consultation with Department Head and Dean for the program area.

f. In the event that an Aboriginal student accepts an offer for a seat and then decides not to attend, prior to the start of the program or course, the vacant seat will then be offered to the next qualified candidate on the wait-list.

Sponsored by

The Registrar and Director of Aboriginal Education and Services.

Definitions

*Priority registration* – A seat will be offered in the next available intake of a course or program, or the students intake of choice. Where programs have a waitlist longer than one year qualified Aboriginal applicants will be given priority on the waitlist.
1. **Policy Sponsor:** Operations Council

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**
Students with Disabilities Policy

Purpose
To ensure that academically qualified students with disabilities are afforded full, fair and equal access to all College services, programs and facilities.

To provide procedural guidelines for the implementation of accommodation to students with disabilities in accordance with the BC Human Rights Code.

Policy
Vancouver Community College is committed to ensuring fair and consistent treatment of all students, including students with a disability, in accordance with individual need and in a manner consistent with academic principles.

Vancouver Community College recognizes its legal duty to provide accommodation to facilitate access to educational opportunities and services for persons with disabilities.

Accommodation will not remove the requirement for evaluation or the need to meet essential learning outcomes.

Applies to
All V.C.C. students with physical or mental disabilities under the BC Human Rights Code.

Time Frames
a) Students requesting accommodation must make their request to the Disability Counsellor or designate at least four (4) months prior to the commencement of the program. Implementation of certain accommodation(s) may require time frames in excess of four (4) months.

b) Students requiring accommodation who have become disabled either permanently or
temporarily while enrolled in a course of studies, or students with disabilities whose accommodation needs have changed during their course of studies, must make a request for accommodation to the Disability Counsellor or designate, immediately upon awareness of the need.

c) Students requesting accommodation inside the four (4) month time frame will not be guaranteed accommodation for the upcoming term.

Definitions

Student
A student is a person who:

a) is registered in full-time or part-time credit or non-credit courses offered by the College; or

b) has formally applied to the College as a prospective student.

Disability
Persons with disabilities are persons who:

c) have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment which may be permanent or temporary, and

d) experience functional restrictions or limitations of their ability to perform the range of life's activities.

Accommodation

e) Accommodation for students with disabilities must be reasonable within the context of the learning environment and made on an individual basis. Accommodations are intended to provide alternate ways for students with disabilities to participate fully in the learning environment and College community.

Procedures
a) To be eligible for accommodation, students must self-identify and submit a request for
accommodation to the Disability Counsellor or designate.

b) Documentation supporting the disability and outlining the student’s functional limitations must be made available to the Disability Counsellor or designate at the time a request for accommodation is made.

c) Upon receipt of the request for accommodation the Disability Counsellor or designate will:

i. review documentation and if necessary, consult with student and professional advisors to ensure the accommodation request is based on appropriate medical information as well as educational considerations.

ii. determine the nature and scope of the accommodation needed to reasonably respond to the request.

iii. communicate the accommodation requirements to the appropriate department and/or faculty.

d) In exceptional circumstances, a student will be provided accommodation on a limited basis without documentation.

e) When it is believed that a student may endanger him or herself or others, by virtue of a physical or mental disability, the Disability Counsellor or designate will determine what, if any, accommodation can be developed to eliminate the potential hazard.

f) A student will not be enrolled in a course or program until the above-cited determination is complete. If the student is enrolled and the student demonstrates behaviour by way of the disability that could reasonably be assumed to pose a safety risk to him or herself or others, the student may be temporarily withdrawn.
g) If the Disability Counsellor or designate determines after consultation that accommodation is not possible without imposing undue hardship on the College, the student will be denied enrolment or withdrawn from the program or course.

Documentation

a) Acceptable documentation must be obtained from a medical doctor, psychiatrist, psychologist and/or special education/rehabilitation personnel or other health professional that has specific training, expertise, and experience in the diagnosis of the condition(s) for which accommodation is being requested.

b) All medical/special education/rehabilitation documentation must be from individuals appropriately certified and/or licensed to practice their professions.

c) Documentation must outline the nature of the disability, along with a detailed explanation of the functional impact of the disability. A diagnosis alone may not be sufficient to support a request for an accommodation. The college may, if necessary, request additional medical information or another medical opinion.

d) For new students who have a stable condition, usually no more than three years must have elapsed between the time of the assessment and the date of the initial request for accommodation.

e) For returning students whose condition has remained stable since the time of submission of the original supporting documents, no further documentation will be required.

f) When a new or returning student's functional abilities have shown significant change or when the accommodation requests have
changed significantly over the course of studies, new or updated information may be requested by the Disability Counsellor or designate.

g) Vancouver Community College does not provide or assume the cost of necessary documentation or diagnostic services.

Responsibilities

Vancouver Community College has the responsibility to:

a) ensure that persons are not denied admission on the basis of their disability;

b) accommodate students with disabilities, where appropriate, with respect to admission criteria;

c) make its courses or programs accessible to students with disabilities in accordance with the BC Human Rights Code;

d) provide accommodation to students with disabilities in accordance with the BC Human Rights Code; and

e) provide education, training and appropriate resources to faculty and staff regarding accommodation procedures and issues pertaining to persons with disabilities.

Every student with a disability who seeks accommodation under this policy has a responsibility to:

f) meet established admission and assessment requirements and specific course pre-requisites;

g) bring the request for accommodations or changes in the accommodation needs to the attention of the College within the time frames set out in this policy.

h) provide the necessary documentation to the
Disability Counsellor or designate.

i) cooperate with the College in the development and implementation of appropriate accommodation.

The Disability Counsellor or designate will be responsible for assessing accommodation requests made under this policy and for arranging appropriate accommodation(s).

The Dean of Student Services will be responsible for the administration of this policy and for providing the College community with guidance and support in the application of this policy.

Appeals
Students with disabilities who do not agree with accommodation decisions and have substantive documentation to support an appeal, may appeal to the appropriate Dean.

Replaces
Policy # D.4.1 Students with Disabilities (May 12, 1998)

References
Human Rights Policy
Standards of Student Conduct Policy
B.C. Human Rights Code
1. **Policy Sponsor**  
   Human Rights Coordinator

2. **Approvals:**

   President  
   ____________________________  N/A  
   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: ________________________
Members of the VCC Denturist Steering Committee:

**REPRESENTING VCC:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
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<tbody>
<tr>
<td>Beverley Lingren</td>
<td>Recording Secretary, VCC School of Health Sciences</td>
</tr>
<tr>
<td>Debbie Sargent</td>
<td>Dean, VCC School of Health Sciences</td>
</tr>
<tr>
<td>Louis Chow</td>
<td>Department Head, VCC Denturist/Dental Technology</td>
</tr>
<tr>
<td>Marilyn Heaps</td>
<td>Chair: Instructional Associate, VCC Centre for Instructional Development</td>
</tr>
<tr>
<td>Ed Edwards, RD</td>
<td>Semiahmoo Dental Centre</td>
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<td>Jennifer Roff, Registrar</td>
<td>College of Denturists of B.C.</td>
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<tr>
<td>Dr. Peter Stevenson-Moore</td>
<td>Dr. Peter Stevenson-Moore Inc., Dentist</td>
</tr>
</tbody>
</table>
Facilitator, Marilyn Heaps, opened the meeting at 2:05 pm.

1. **Introductions:**
   There was a roundtable of self-introductions with each member giving a brief history of their background. There is a wealth of knowledge and expertise amongst committee members that will be of great benefit to the development of a revised Denturist program.

2. **Conflict of Interest/Confidentiality**
   Committee Members are requested to volunteer information if there is a conflict of interest. We want to keep our program confidential, but we do recognize participation with other schools.
   - Alex Hupka advised he had visited another school with a student and met with the instructors and, that he will do a talk at that school. He declined a teacher position with this school.
- Ed Edwards advised that he has been approached by another school to teach and that he declined.

3. **Role of the Steering Committee and Expectations of Members**
   - We require your valuable input and your expertise – in putting together a renewed Denturist Program
   - There will be a time commitment which we will keep to a minimum
   - Commitment to reading curriculum documents and providing your input on these
   - Agreement on a timeline
   - Identify other stakeholders that should be included as we work through this project

3.1 **Who else should be invited to the committee.**
   - Anne Keough is a graduate of George Brown. Unfortunately Ann was unable to attend today’s meeting. A teleconference line will be available for our next meetings so that Anne is able to participate.
   - Suppliers of equipment and material needs should be invited to a future meeting.
   - A recent graduate.
   - A student (for PAC once program is going)
   - Should we have a student advisory committee going forward?
   - Should we have a focus group with recent graduates?

4. **Background Information:**
   - Reviewed the last accreditation for insight into the old program.
   - Refer to the handout package.

5. **Other Accredited Public Education Denturist Programs in Canada:**
   - Refer to the Health Professions Acts.
   - NAIT (Northern Alberta Institute of Technology) and George Brown College are both accredited;
   - Georgian College; College Edouard-Montpetit; Trillium College and CDI are not accredited.
   - CDI and Georgian College have been sent applications for accreditation.

6. **Programs in USA; Australia; New Zealand; United Kingdom**
   - There is a program at Bates College, in Washington State, and at a school in New England. Note that in the USA many states do not recognize denturists.
   - United Kingdom has a National Standard for their program.
   - New Zealand has a Bachelor in Dental Tech. Dental Technology first then a more advanced program.
   - Johannesburg, South Africa has a degree program as well as Manchester, England.

7. **Denturist Association of Canada: Curriculum Advisory Committee Updates from September 2015 Meeting.**
   - The AGM curriculum meeting was held in Banff, Alberta.
   - The concern expressed that there are not enough qualified denturists to take over as members retire.
• It is difficult to find placements.
• There is a high failure rate in the education process.
• Qualified faculty is an issue.
• NAIT – students are sent around Albert for their practice experiences.
• Information on George Brown College:
  o Supports research and that attracts faculty.
  o Part –time/term faculty keep their practice 4 days and teach 1 day.
  o Have a scholarship program.
  o In their final practice the students are sent all over Ontario.
  o Yearly intake takes care of attrition.
  o Business courses are included such as billing process and electronic patient record systems, an inter-professional education opportunities with other members of the Dental family.

8. **International Denturist Association: National Entry to Practice Competencies**
   • Refer to handout package.

9. **BC Scope of Practice for Denturists – comparison with National Competencies**
   • Scope of practice same as 2000 and 2012.
   • Denturist College is working with denturists and a proposal is in the works and, we have met with the government.
   • Spoken with the College of Denturists in Alberta.
   • Getting feedback from the BC Denturists on the proposed scope document.
   • Alberta has the broadest scope.
   • BC has a lot of work to do to prepare Denturists to work to proposed scope if approved.
   • Competencies are more than could be fit into a 3 year program.
   • Labour mobility is an issue – BC denturists are restricted in Alberta – have to prove competencies. Alberta denturists can work in BC.
   • BC has a tiered program but it is being phased out
   • No incentive for Denturist from outside of BC to come here because the scope of work is greater in other provinces.
   • Need for National Standards
   • Issues with faculty/instructors for the Denturist Program: Dental Tech program faculty have the scope of practice needed to teach in the lab, but there is also the need for radiology. Qualified faculty very important. VCC have the Dental Technician faculty with the expertise. Denturists, Dental Technology, Dental Hygiene faculty and students can work together collaboratively – inter-professional course work. To attract instructors the salary would have to be in the $90,000 range plus benefits.

10. **Accreditation: Expectations; Recommendations from last accreditation**
    • Competencies and scope have changed. Scope not yet approved.
    • Trend is to move with the needs of the community and the needs of electronics.
    • Reviewed the last accreditation for insight into the old program.
11. **Old Program: Discussion on What Worked Well and What Were The Challenges?**

11.1 **Things that worked well:**
- Dentist on staff
- Getting the big picture
- Annual intake
- Senior students mentor the junior students

11.2 **Challenges/considerations:**
- Internship program (suggestion that the Internship program be built into the program such as NAIT and George Brown. Make a final practice experience/preceptorship a component of the program. Program 3 years with the 1st year. Acquire expertise from university.
- See patients sooner for head and neck
- Abuse with internship – change this
- Finding placements
- Students are not willing to travel out of town for various reasons, i.e. age, geography of BC.

12. **New Program:**

- Need a vision of what VCC wants for their program.
- We need to alter the program to accommodate the future. Today we see a huge increase in electronics, implants, and geriatric needs.
- Contact Tom Sulek to discuss, as well contact VP at NAIT to discuss their program and possibly purchase their program.
- Tuition: VCC past program had a government cap of 2% increase. Need to demonstrate to the committee that the tuition must be increased to cover costs which would then keep the program sustainable.
- Tuition for:
  - NAIT – 6 semesters $25,500 plus added cost of equipment
  - George Brown – 2 semesters $16,700 to complete approximately $40,000
  - VCC - $3,300 per year - $7,000 for 2 years
- **Pre Health Program:** Debbie Sargent is developing a Pre Health Program so that students can look at all the options.

12.1 **What are the must haves? What are the nice to have?**
- Different Pathways
- Program length 3 years
- Dental team
- Know the scope for head and neck
- Built in community placements
- Instead of internship have short term placements
- Start fresh and don’t look back to old curriculum
- Degree Level competencies target that allows graduates to practice across Canada
- Look at 1st year university as a requirement to enter the program
• Laddering process – laddering of credentials, i.e. student to dental tech to denturist.
• Collaboration with other laddering institutions.
• Because of the aging community we need licensed practitioners to teach content for partial dentures.
• Faculty qualification – partial denture design do in partnership with Dental Tech – integrate the 2 programs. Faculty should have 5-10 years of experience.
• Scope of practice and competencies equals a new program

12.2 What do we want the new graduate from this program to look like?

New Graduate - a qualifying clinician capable of working collaboratively in an interdisciplinary dental team and also in the laboratory. Must be able to collaborate with client, family and other health practitioners as well.

13. Faculty: Needs/Recommendations
• Faculty position should be full time.
• Attracting new instructors – 5 to 6 years practice not enough time, someone with own practice plus part time instructors.
• Attract people from other parts of Canada – people who are just before retirement that would take the position. Speak to Tom Sulek as he is just retired from NAIT and he was an instructor.
• Practicing denturists’ part time faculty to teach as one day per week.
• Dental Tech teaching in lab.
• Need licenced practitioners ready to go – faculty qualifications?
• Denturist lab – planned intake is for 16 students, we have only 4 clinical chairs, so we would have to split the clinical days.
• Add dental clinic chairs, add labs, add suppliers (for donation, etc. have their name on a lab or clinic).
• Increase the cost of program for value added.

• Will have everything lined up by December 2015.
• Outline to be prepared for the next meeting, November 10th, 2015.

15. Other expertise the committee should include?
• Virtual 3D digital programs – check with Washington State College.
• Balance and contribute to all the other programs needed for the community
• Have greater access
• Strengthen the final practice experience / internship process. This final practice experience is essential to graduate success
16. Dates for the Next Two Meetings:

   November 10th, 2015 from 2:00 to 5:00 pm.

   December 8th, 2015 from 2:00 to 5:00 pm.

Both meetings will be held at:
Vancouver Community College Broadway Campus
1120 East 7th Avenue Entrance (North Building)
Classroom 1205 on the 1st floor

17. Adjournment:
There being no further business, the meeting adjourned at 4:45 pm.

ACTION ITEMS:

Marilyn Heaps
   Send out reading material
   Speak to Tom Sulek

Debbie Sargent
   Check with American Denturists College, re technology they use.
   Request Kathryn McNaughton, VCC VP Education to Speak to NAIT and George Brown re renting or purchasing their curriculum for Denturist Program
MINUTES OF MEETING
TUESDAY, DECEMBER 8, 2015
2:00 to 5:00 pm.
Room 1205, Building B (North Building)
(Entrance at East 7th and Glen Drive)
Vancouver Community College, Broadway Campus
1155 East Broadway, Vancouver, BC V6B 1S9

DENTURIST PROGRAM RENEWAL/REVISIONS
STEERING COMMITTEE MEETING

PRESENT:
Ed Edwards, RD      Semiahmoo Dental Centre
Jennifer Roff, Registrar College of Denturists of BC.
Markus Fischer      Markus Fischer Dental Clinic

REPRESENTING VCC:
Beverley Lingren Recording Secretary, VCC School of Health Sciences
Debbie Sargent Dean, VCC School of Health Sciences
Louis Chow Department Head, VCC Denturist/Dental Technology
Marilyn Heaps Instructional Associate, VCC Centre for Instructional Development

ABSENT:
Alan Tong, RD Claire Dental Centre
Alex Hupka, RD Esthetics Denture Studio Inc.
Anne Keough Aldergrove Denture Clinic
Dr. Peter Stevenson-Moore Dr. Peter Stevenson-Moore Inc.

Facilitator, Marilyn Heaps, opened the meeting at 2:10 pm.

1. Welcome and Introductions:
   Members were warmly welcomed and thanked for taking the time to attend this meeting.
   Today there is no need for introductions.

   The Meeting Package consists of the following documents and will be referred to throughout
   the meeting.
   1. Agenda (2 pages)
   2. DRAFT Minutes of Meeting dated October 5, 2015 (6 pages)
   3. Health Professions Act – Denturists Regulation (4 pages)
   4. (Draft) Upon Completion of the Denturist Program graduates will: (1 page)
   5. Courses For Levels With Enrollment – George Brown College (2 pages)
   6. NAIT Denturist Program (1 page)
2. **Approval of Minutes of Meeting dated October 5, 2015**
   
   MOTION, Seconded, Carried . . . THAT the minutes of the meeting dated October 5, 2015 are approved as presented.

   Ed Edwards/Markus Fischer

3. **Additions to and Approval of Agenda**
   
   There being no additions to the Agenda, the Agenda is approved as circulated.

4. **Business Arising from the October 5th, 2015 Meeting**
   
   **4.1 Update on potential partnerships with George Brown or NAIT - D. Sargent/M. Heaps**
   
   - Spoke to the George Brown College Dean and was referred to their program leader resulting in a teleconference (GB Program Leader, Marilyn Heaps, Debbie Sargent) to review their course outlines to determine if VCC would or could purchase a whole program or a portion of the program.
   - Unfortunately, the program is not in a saleable package and George Brown is reluctant to share citing “intellectual property”.
   - Normally course outlines can be checked on the website, except George Brown does not have their outlines on the website. We realize that they also have to revise their curriculum to meet the new National Competencies and that could be the reason the outline is not on the website.
   - We need to look at what is available.

   **4.2 New National Competencies – Debbie Sargent**
   
   - New National Competencies have been accepted and approved by BC College of Denturists.
   - It would be good if the 3 colleges would work together but that is unlikely; possibly BC and Alta would work together, collaborate on the curriculum. Ontario is different.
   - Noted that the BC Denturist scope is limiting, a new proposed scope is waiting for discussion and approval.
   - The National Competencies will have a minimum standard.
   - The renewed program would not include material outside of the scope of work.
   - Suggested that the extra courses beyond the minimum standard be back loaded to the program and assuming that the extra courses would be taught in the 3rd semester perhaps by that time the courses would be approved. Alternately, the courses could be taken through the continuing education program.
   - Develop curriculum, then develop extra package which could also be used as continuing education courses.
   - Remove prescriptions. Suggested prescriptions be removed; prescriptions defined as a drawing, i.e. for partial dentures, take impressions, providing other services such as tooth whitening, etc.
Dentists versus denturists as they want to work on a referral system and it all comes down to liability.

Presently VCC is not in violation of teaching more than the basic. VCC teaches approximately 25% to 35% more. VCC is not limited by legislation as not part of Ministry of Health.

In summary, we need to provide evidence, do the proposal knowing some things will change, and then hope the information will be transferred between Ministries of Health and Advanced Education.

4.2 American Denturist College – Debbie Sargent/Marilyn Heaps
It was decided that VCC would not pursue their program/curriculum.

5. Considerations for VCC Curriculum – Marilyn Heaps

- A survey of VCC graduates was completed and the results indicated that a new curriculum was required to keep up-to-date with the changing profession, i.e. new technology.
- It was noted that the response rate to the survey was low.

5.1 Comparison of Denturist Scope(s) of Practice across Canada and in particular: BC Denturist Scope of Practice, Ontario Denturist Scope of Practice, Alberta Denturist Scope of Practice
Refer to attached comparison chart from College of Denturist’s of BC.
Noted that:
  - George Brown completes the program in 3 years
  - NAIT has inter-professional learning with the Dental Hygiene program.
  - VCC may consider Inter-professional learning with one or more of the other Dental Programs.

5.2 National Entry to Practice Competencies
Discuss how to address the gaps between the national entry to practice competencies and the BC Denturist Scope of Practice.

5.2.1 Competency Areas:
- Clinical Practice
- Lab Procedures
- Professional Collaboration
- Jurisprudence, Ethics and Professional Responsibilities
- Communication

5.2.2 To consider when curriculum mapping
- Competency based education
- Inter-professional education
- Provincial exam for licensure
- Admission requirements, i.e. human anatomy, physiology, English

5.3 Accreditation – requirements and expectations from VCC’s last accreditation
- Important that VCC pass accreditation.
- Teach critical thinking as a frame of reference for the students to go back to.
• To Review comments and suggestions from VCC’s last accreditation for the Denturist program, to make sure all necessary requirements are incorporated into the renewal program.
• VCC passed last accreditation with no more than expected.

5.4 Comparison of VCC, NAIT and George Brown College current curricula.
• General discussion on all the courses at each college to determine what should be included and what should be eliminated to develop all competencies in the proposed VCC curriculum.
• The next step is the correct name and description of each course and into which Term the course would be taken and the number of hours for each course.
• VCC is proposing 6 to 8 Terms (3 to 4 years) to complete the program.
• Items noted:
  o There will be a 3 to 4 year gap when there are no graduates from the renewed program. Many practicing Denturists are nearing retirement age, so there is a need for Denturists.
  o UBC Dentistry is a 4 year program; therefore the Denturist program should be shorter.
  o Instructor is not a mentor. Have other mentorship to meet requirements.
  o Build internship portfolio while taking the course.
  o VCC to create 5th semester which will put in the internship
  o Dental Hygiene courses will aline with the Denturist program
  o Denturist and Dental Tech programs should branch out in 2nd year to specifics.
  o VCC has a Pre Health Science Program in development.

6.0 Curriculum Mapping (Brainstorming Session)
• Consider: Competency based education, Inter-professional Education, Provincial Exam for Licensure
• Establish: Admission Requirements – i.e. Human Anatomy, Physiology, English
• Then Focus: Gerontology, Practice Management, Ethics, etc.
• Summary of First Draft Curriculum: On reviewing the above noted handout documents, the group prepared a “first draft” curriculum by the process of the addition and elimination of the curricula of the three colleges:- VCC, NAIT and, George Brown, making sure to include all the necessary courses and to put them into the proper Term. Marilyn Heaps will prepare a chart of the proposed curriculum and circulate by email to all members for their critique. The chart needs to be tweaked with the number of hours per course indicated. The results of this curriculum mapping will be the basis for the VCC curriculum proposal.

ACTION: Marilyn Heaps will prepare a chart of the proposed curriculum and circulate by email to all members for their critique.

7.0 Other expertise this committee should include: Additional Committee Membership:
• Suppliers – recommendations from the committee.
  o Suppliers do not need to be involved at this stage of development.
• Potential Faculty – qualifications, i.e. Provincial Instructor Diploma
  o On approval of program, we could search and hire faculty right away
• Name of Dentist(s) that may be interested in teaching at VCC
  o If you know any qualified Dentist who may be interested in teaching at VCC,
    please advise Marilyn Heaps.

8.0 Tasks for next meeting(s):
8.1 Resources/equipment/upgrades/student scholarships and bursaries – VCC Foundation to assist with fundraising.
  • The VCC Foundation is very supportive for the renewed program and will help with fundraising for scholarship and bursaries.

8.2 A tour of VCC Denturist Classroom and Lab will be included for next meeting.
  • We value all members’ feedback on the space available for the clinical and lab area for the renewed program.
  • The number of students for the first class intake will be determined by Admin and Finance, i.e. cost to run the program, as well as the number of chairs available.

8.3 Review Timeline and draft report for VP Education.
  • Draft report/proposal to be ready in February. Draft to be presented to the Education Committee and the Board for their support. We have to have college approval.
  • Goal is program start date September 2016.

8.4 Next Meeting:
  • Chart proposed program courses and the competencies
  • Draft report/proposal

9.0 Date and Location for the next 2 meetings:
Marilyn Heaps will send out a doodle poll to all committee members to find the best date for the next two meetings, one in January and one in February 2016.

Tentatively, the next meeting will be held:
   Tuesday, January 19th or January 26th, 2016, depending on the poll results.

Time: 2:00 pm to 5:00 pm.
Location: Room 526, Vancouver Community College,
         Downtown Campus, 250 West Pender Street, Vancouver, BC. V6B 1S9

10. Adjournment:
There being no further business, the meeting adjourned at 5:20 pm.
ACTION ITEMS:

Item 6.0  Marilyn Heaps will prepare a chart of the proposed curriculum and circulate by email to all members for their critique.

Item 9.0  Marilyn Heaps will send out a doodle poll to all committee members to find the best date for the next two meetings, one in January and one in February 2016.

NEXT MEETING:

Item 8.4  Chart proposed program courses and the competencies
Draft report/proposal
PRESENT:
Ed Edwards, RD   Semiahmoo Dental Centre
Jennifer Roff, Registrar  College of Denturists of BC.
Dr. Peter Stevenson-Moore  Dr. Peter Stevenson-Moore Inc.

REPRESENTING VCC:
Louis Chow   Department Head, VCC Denturist/Dental Technology
Marilyn Heaps   Instructional Associate, VCC Centre for Instructional Development

ABSENT:
Debbie Sargent   Dean, VCC School of Health Sciences
Beverley Lingren  Recording Secretary, VCC School of Health Sciences
Markus Fischer   Markus Fischer Dental Clinic
Alan Tong, RD  Claire Dental Centre

Facilitator, Marilyn Heaps, opened the meeting at 2:00 pm.

1. Welcome and Introductions:
Members were warmly welcomed and thanked for taking the time to attend this meeting. Today there is no need for introductions.

The Meeting Package consists of the following documents and will be referred to throughout the meeting.
1. Agenda
2. DRAFT Minutes of Meeting dated December 8, 2015
3. Comparison of Denturist Scope(s) of Practice across Canada (BC, Ontario, Alberta)
4. National Competencies
5. Accreditation – notes from last accreditation visit
6. Comparison of VCC, NAIT, and George Brown current curricula
2. Approval of Minutes of Meeting dated December 8, 2015
   MOTION, Seconded, Carried . . . THAT the minutes of the meeting dated Dec. 8. 2015, are approved as presented.
   Jennifer Roff/Louis Chow

3. Additions to and Approval of Agenda
   There being no additions to the Agenda, the Agenda is approved as circulated.

4. Business Arising from the October 5th, 2015 Meeting
   4.1 Curriculum Mapping - prior work of committee-considerations
       • Marilyn reviewed curriculum mapping work from Dec. 8, 2015 meeting, timeline and competency map and explained the process for the curriculum mapping to be done during this meeting.

5. Curriculum Mapping – curriculum map work was continued. National Competencies were added to this map. Certain competencies are not within the current Scope for Denturist Practice within British Columbia. Addition of these competencies into the curriculum map to be determined at a later date.
   Action: Marilyn Heaps will prepare an updated draft of the Curriculum Map and a Competency Map and will circulate to committee members by email for their critique.

6. Review of Timeline and Curriculum Proposal to Senior Administrative Team – Discussion re what was still to be done.
   • Jennifer mentioned that NAIT is considering altering their curriculum to reinstate the internship, following program completion.
   Action: Marilyn to try to connect with Shelley Schlesiger, Associate Chair of the Denturist Technology Program at NAIT, and with Deepak, Department Chair at George Brown College to discuss how these Denturist programs are planning to revise their curricula to meet the National Competencies.
   • Discussion re graduate success on the theory and lab licensing exams
   Action: Jennifer to provide STATS on VCC graduate success on the theory and lab licensing exams as well as success of other registrants. If possible, STATS to include specific areas that graduates were unsuccessful.
   Action: Marilyn to research the projected number of Denturists required to meet the needs of the population. Contact Health Employers Association of BC. This information would help to direct number of students per intake.

7. Next meeting to be planned following outcome of Curriculum Proposal to VCC Admin and Board.

8. Tour of Denturist Lab/Classroom space and Dental Clinic:
   • Lab Set-up: Clean/Dry/Wet.
     Wet lab shared with dental tech program
   • Classroom with technology-also shared with Dental tech.
     Double computers required in classroom – software an issue??
• Labs Require: portable induction heater and electric spatula per station and for instructor
• Denturist dry lab – add 2 more stations
• Some tools graduates would take to own practice so fine to expect students to purchase own tools.
• Consider purchase/installation of Video Conferencing equipment - able to connect guest lecturers from UBC Dentistry
• Require Patient Documentation program – collaborate with other Dental programs on this: i.e. Dental Hygiene and Dental Assisting programs.
• Dedicated Denturist Clinical Space: Dental Clinic has 4 designated chairs for Denturist students – Steering Committee members felt that this was not enough. Suggestion: consider giving up these 4 chairs and convert Room 331 (classroom) into a designated Denturist Clinical space with 8 chairs and a meeting space where students can meet with clients. This classroom is currently used by the Dental Assisting program. It was suggested that some of the proceeds from rental of VCC Denturist space for College of Denturist Provincial Registration Practice Exam could be used for renovation of this space.
• Dentist needed to teach courses in both Dental tech and Denturist programs.

9. **Adjournment:**
   There being no further business, the meeting adjourned at 4:50 pm.

   **Next meeting: TBA**
## COMPETENCY MAP

The Competency Map below connects the required National Competencies for Denturist graduates to the courses in which learning occurs as part of the educational process. The Competency Map assumes that particular competencies will be continued through multiple courses reflecting a spiral curriculum. Learner knowledge gained through theory courses is expected to be applied in the simulated setting in the Denturist lab courses, in the Dental Clinic with real patients and then further consolidated in the Community Practicums and Preceptorship. The map shows where competencies are introduced and then further built on in following courses.

<table>
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<tr>
<th>National Competency Profile for Denturists</th>
<th>Vancouver Community College Proposed Denturist Diploma Program Courses</th>
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<tbody>
<tr>
<td></td>
<td>Term 1</td>
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<tr>
<td>Courses:</td>
<td>Anatomy</td>
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<tr>
<td>Competency Area 1: Clinical Practice - Denturists work in collaboration with other healthcare professionals to optimize patient treatment and improve health outcomes</td>
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<td>1.1 Develop a professional relationship with the patient</td>
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<td>1.1.1 Elicit the patient’s needs and expectations regarding dental services</td>
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<td>1.1.2 Demonstrate a respectful and professional attitude</td>
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<td>1.1.3 Identify the patient’s physical and psychosocial concerns as they relate to</td>
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<tr>
<td>treatment</td>
<td>1.2 Gather and Document patient Information</td>
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<td>1.3.1 Recognize the relationship between general and oral health</td>
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<td>1.3.5 Consider physical and psychosocial factors that may affect the provision of denturist services</td>
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<th>1.3.6 Determine and communicate the findings of assessments and/or examinations</th>
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<tr>
<th>1.4 Develop Treatment Plans</th>
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<tr>
<td>1.4.1 Determine treatment options appropriate for patient’s oral and general health status and needs</td>
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<th>1.4.2 Describe and communicate treatment options and prognoses to the patient so as to enable the patient to make informed decisions</th>
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<th>1.5 Perform and manage clinical procedures including but not limited to the provision of</th>
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<td>removable prostheses and fixed and removable implant prostheses</td>
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<tr>
<td>1.5.1 Tissue treatments</td>
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<td>1.5.2 Impression taking techniques</td>
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<td>1.5.3 Prosthetic modifications</td>
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<td>1.5.4 Maxillary and mandibular registrations</td>
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<td>1.5.5 Try in of prostheses and/or oral devices</td>
</tr>
<tr>
<td>1.5.6 Insertion of prostheses and/or oral devices</td>
</tr>
<tr>
<td>1.5.7 Adjustments, recalls, follow-up care</td>
</tr>
<tr>
<td>1.5.8 Tooth whitening procedures</td>
</tr>
<tr>
<td>1.6 Provide patient education regarding use, care and maintenance of</td>
</tr>
<tr>
<td>provided dental prosthetics and oral devices and related oral</td>
</tr>
<tr>
<td>healthcare</td>
</tr>
</tbody>
</table>
### Competency Area 1: Patient Care – Denturists provide comprehensive patient care for provided denturist services

1. Perform continued patient care for provided denturist services

#### 1.7.1 Recognize indicators of problems related to dental prostheses and oral devices and related oral tissues and structures

#### 1.7.2 Solve identified problems related to dental prostheses and oral devices

### Competency Area 2: Laboratory Procedures – Denturists design, fabricate and maintain a wide variety of dental prostheses and/or oral devices

2. Apply knowledge and skills in designing and fabricating:

---

**Page 137**
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Complete Dentures</td>
<td></td>
</tr>
<tr>
<td>2.1.2 Partial Dentures</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Overdentures</td>
<td></td>
</tr>
<tr>
<td>2.1.4 Immediate/Surgical Dentures</td>
<td></td>
</tr>
<tr>
<td>2.1.5 Diagnostic Splints</td>
<td></td>
</tr>
<tr>
<td>2.1.6 Surgical and Radiographic Stents</td>
<td></td>
</tr>
<tr>
<td>2.1.7 Implant Supported/Retained Dentures</td>
<td></td>
</tr>
<tr>
<td>2.1.8 Implant Supported/Retained Crowns/Bridge</td>
<td></td>
</tr>
<tr>
<td>2.1.9 Mouthguards</td>
<td></td>
</tr>
<tr>
<td>2.1.10 Bruxism Devised</td>
<td></td>
</tr>
<tr>
<td>2.1.11 Anti-Snoring Devices</td>
<td></td>
</tr>
<tr>
<td>2.1.12 Other Devices Related to the Practice of Dentursim</td>
<td></td>
</tr>
<tr>
<td>2.2 Modify Dental Prostheses and Oral Devices as Needed by</td>
<td></td>
</tr>
<tr>
<td>2.2.1 Adjusting</td>
<td></td>
</tr>
<tr>
<td>Competency Area 3: Professional Collaboration – Denturists work in collaboration with other healthcare professionals to optimize patient treatment and improve health outcomes</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong> Collaborate with other members of the dental team and other healthcare professionals to provide and receive information related to patient care</td>
<td></td>
</tr>
<tr>
<td><strong>3.2</strong> Refer patients to other healthcare providers for necessary services and prepare related documentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Area 4: Practice Management – Denturists apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Apply basic principles of practice administration, and</td>
</tr>
<tr>
<td>Competency Area 5: Jurisprudence, Ethics and Professional Responsibilities</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>5.1 Adhere to legislation and regulations, including Federal, Provincial/Territorial and Municipal laws and regulations applicable to the practice</strong></td>
</tr>
<tr>
<td>5.1.1 health and safety</td>
</tr>
<tr>
<td>5.1.2 infection prevention and control</td>
</tr>
<tr>
<td>5.1.3 patient records and data protection</td>
</tr>
<tr>
<td>5.1.4 patient rights</td>
</tr>
<tr>
<td>5.1.5 staff rights</td>
</tr>
<tr>
<td>5.2 Obtain informed consent including the patient’s acceptance of the treatment</td>
</tr>
<tr>
<td>Competency Area 6: Communication – Denturists communicate with patients, colleagues and other healthcare professionals to promote and support optimal patient care and well-being</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>5.3 Adhere to Standards of Practice and Code of Ethics in accordance with provincial regulations and continuing professional development requirements</td>
</tr>
<tr>
<td>* * * * * * * * * * * * * * * * * * * * * * * * * *</td>
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<tr>
<td>5.4 Engage in lifelong learning and support denturist education</td>
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<td>* * * * * * * * * * * * * * * * * * * *</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency Area 6: Communication – Denturists communicate with patients, colleagues and other healthcare professionals to promote and support optimal patient care and well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Demonstrate effective oral communication skills</td>
</tr>
<tr>
<td>* * * * * * * * * * * * * * * * * * * * * * * * * *</td>
</tr>
<tr>
<td>6.2 Demonstrate effective written communication skills</td>
</tr>
<tr>
<td>* * * * * * * * * * * * * * * * * * * * * * * * * *</td>
</tr>
<tr>
<td>6.3 Use effective interpersonal skills</td>
</tr>
<tr>
<td>* * * * * * * * * * * * * * * * * * * * * * * * * *</td>
</tr>
<tr>
<td>6.4 Adapt communication to meet the needs of the audience</td>
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<td>* * * * * * * * * * * * * * * * * * * * * * * * * *</td>
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</tbody>
</table>
DECISION NOTE

5 April 2016

PREPARED FOR: Education Council

ISSUE: New Course: Intensive Academic Reading and Writing ELSK 0930

BACKGROUND:
This proposal, presented by Carrie Leggatt addresses a need to fill a gap in preparing students for ENGL 1101 created by suspending CE 098 and 099. The full-time course will focus on and combine reading and writing skills beyond the Pathways level 8 half-time course (ELSK 0820).

DISCUSSION:
Questions relating to pre-requisites and the assessment profile were raised by the committee and significant discussion took place on these topics. Missing information on the course outline has been added and a Course Learning Outcome verb has been altered.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the New Course: Intensive Academic Reading and Writing ELSK 0930.

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):** Intensive Academic Reading and Writing

**ANTICIPATED START DATE:** May 2, 2016

Curriculum Developer: Carrie Leggatt               Title: Interim Department Head
School/Centre: Access                  Department: English as an Additional Language
E-mail: cleggatt@vcc.ca              Phone/Ext.: 7027

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: CPEN 0885, 0886, 0995, 0996

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

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

- 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: **Intensive Academic Reading and Writing ELSK 0930**

C) RATIONALE

<p>| | |</p>
<table>
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</table>
| 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. |

In December 2015, the College suspended the CPE 098/099 classes.

Students who had successfully completed 099 with a C+ were able to take ENGL 1101. In suspending these courses, a gap has been created for ESL-Pathways students wanting to get into ENGL 1101.

In addition, ESL-Pathways Level 8 Reading and Writing (ELSK 0820), began January 2015, is now covering some of the former CPE 098/099 content.

ESL-Pathways is a mix of Workplace, Academic, Personal contexts and includes tasks that are not only academic (i.e. summaries, compositions), but also workplace and personal contexts (emails, form-filling). Furthermore, Pathways 8 Reading and Writing is a half-time course.

In order for students to be prepared for ENGL 1101, they need, in addition to ESL-Pathways 8 Reading and Writing, to spend more time on academic tasks. The proposed course is a full-time Intensive Academic Reading and Writing Skills course. Oral Skills will not be emphasized in this course, as students are able to improve these Skills through ESL-Pathways Listening and Speaking courses (Canadian Language Benchmark Levels 5-9).

Finally, integrating reading and writing into one course, will strengthen both skills, create efficiencies, and allow for flexibility in addressing student needs.

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<tbody>
<tr>
<td>2.</td>
<td>Are there any expected costs as a result of this proposal?</td>
</tr>
</tbody>
</table>

This proposed course is replacing courses that required 2 full-time faculty. This proposed course requires one full-time faculty.
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Meetings and emails – Feb.17 working group on draft course outline, Feb.19 – larger group to review and make modifications to course outlines</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Aware of nature of course and support staff duties</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>February 12 (Rachel Warick) Discussion about pre-requisites and how it worked with Pathways – no concerns</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>3 meetings ( Elle Ting) – 1 – discussion on initial project, 2 – discussion on course outline and English 12 requirements, 3 – Feb.19 – review of draft course outline</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td></td>
</tr>
<tr>
<td>Counselling &amp; Disability Services</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Feb. 29th - no concerns</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>February 10 (Emily Simpson) No concerns – discussion on how tutors can best support students</td>
</tr>
<tr>
<td>Library</td>
<td>February 10 (Kristina Oldenburg) email with Virginia – no concerns</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>February 11 (Raymond Kaan) No concerns – is able to create the course in banner easily</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>February 12 – some questions about pre-requisites – no concerns</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Consulted through email – no response</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>February 12 (Andrew Frias) – no concerns and informed me that tuition costs would be added after governance approvals</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
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<tr>
<td>Institutional Research (IR)</td>
<td>February 12 (Brian Beecham) – no concerns</td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK (include date received)</td>
</tr>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td></td>
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<tr>
<td>PSIPS</td>
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<tr>
<td>DQAB</td>
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</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

| Subject Code: ELSK | Course #: 0930 | Credits: 0 | Effective Term: 201660 |

2. College Code: LT  Level: 11
Division Code: SAS  Major: ________________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

☐ UT  ☐ Applied  ☐ ABE  ☐ Differential  ☐ Cost Recovery  ☐ IE  ☐ Contract

4. Finance Org Code: 3366

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: 768

9. Classification Code: 32.0109

10. Taxonomy: AB6111

E) FINAL REVIEW AND SIGN OFF
Curriculum Development Approval Form

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>Carrie Leggatt</th>
<th>C Leggatt</th>
<th>Mar. 2, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>David Wells</th>
<th>D. Wells</th>
<th>Mar. 2, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>
Course Name: Intensive Academic Reading and Writing

Course Number: ELSK 0930   Number of Credits: N/A   Effective Date: May 2016

Course Description:
ELSK 0930 is a full-time intensive academic reading and writing course designed to meet the needs of English as an Additional Language students who wish to upgrade their academic English to the post-secondary level. This course builds on the academic tasks introduced in ELSK 0820 and will introduce literary analysis with additional language support.

School or Centre: School of Access

Year of Study: Post-secondary Preparatory

Course History:
Replacement Course

Course Pre-requisites (if applicable):
Pathways 8 Reading and Writing (ELSK 0820), Pathways 7 Listening and Speaking (ELSK 0715) or higher
ELA: Minimum 20/30 for Reading Comprehension; 15 essay; 20/30 Listening; 24/30 Speaking

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No ☐ Yes (details below):
Instructional Strategies:
Classroom delivery includes one-on-one instruction, group work, multi-media presentations, language lab work, and lectures

Course Learning Outcomes:

• Draft, revise and edit extended college-entry level essays
• Demonstrate autonomous learning
• Follow a guided research process, using the library, Internet and other sources
• Use college-entry level vocabulary, including literary and grammar terminology
• Analyze a wide variety of academic and literary texts at a college-entry level
• Annotate and summarize oral discourse and a variety of texts
• Use critical analysis strategies
• Apply reading strategies appropriate to text level and purpose

Program Learning Outcomes:
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C</td>
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</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>Exam</td>
<td>20</td>
<td>Argumentation and literary analysis essay exams</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Research essay and presentation; portfolio</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Writing and editing skills; grammar</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Reading comprehension quizzes</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Book report and reading and summary skills</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Final reading and writing exam</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>240</td>
<td></td>
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</tbody>
</table>

| Total              | 240                        |          |

### 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:

Argumentative, Research, and Literary Analysis Essay Modes
Grammatical structures appropriate for college-entry level writing
Research skills (evaluating sources, quotations, citation, bibliography) and use of a variety of research tools (on-line and library-based)
Proof-reading, paraphrasing, and summarizing skills from range of genres
Critical thinking and reading skills (i.e. identifying bias and propaganda)
Vocabulary study for college-entry level including the Academic Word List
Increasing Reading rate in a range of genres
Analysis of major literary forms

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: March 15, 2016

Approved by Education Council:
PREPARED FOR: Education Council

ISSUE: New Program: Renal Dialysis Technician Citation

BACKGROUND:
This proposal, presented by Rebecca Bennet presents a fully renewed version of a program that VCC has offered since 1999. Significant changes were made as a result of renewal so the program is being brought forward as new.

DISCUSSION:
There had been significant discussion regarding the nature of the program and aspects of assessment and admission requirements when the concept paper for the program went through the governance process. At this stage the committee requested an addition to the immunizations required for admission, a change to a Course Learning Outcome (after significant discussion) and some style and wording changes in the PCG.

RECOMMENDATIONS:
Curriculum Committee recommends Education Council approve the curriculum for the renewed Renal Dialysis Technician program and recommends the Board approve the new credential: Renal Dialysis Technician Citation.

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): Renal Dialysis Technician Citation Program**

**ANTICIPATED START DATE:** September 2016

<table>
<thead>
<tr>
<th>Curriculum Developer: Rebecca Bennett</th>
<th>Title: Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre: Health Sciences</td>
<td>Department: Continuing Studies</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>Phone/Ext.: 8674</td>
</tr>
</tbody>
</table>

**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
- Program Learning Outcomes (Indicate outcome number(s): __________)
- Grading system (at variance with policy C.1.1 Course/Program Grading)
- Program duration/maximum allowable time for completion
- Program GPA requirements
- Program/Course Credit Hours
- Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
- Course sequencing (that impacts the year the course is offered in)
- Other: __________________________________________________

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

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

☑ 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: Renal Dialysis Technician Theory _RENL 1001__________________

Course name and number: Renal Dialysis Technician Clinical _RENL 1002_________

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.

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

   The Renal Technician Program Advisory Committee is comprised of 9 members representing the 3 major lower mainland health authorities. The Program Advisory Committee advised VCC in September 2015 that all three Health Authorities are experiencing a shortage of trained renal dialysis technicians and have strongly urged VCC to launch the renewed program by September 2016.

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

   The total cost of curriculum development of $4900 will be recovered from tuition revenues expected in the first year of delivery of the renewed program and have been budgeted in the 2016/17 Continuing Studies operating budget.
**CONSULTATION CHECKLIST** (select all that apply)

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
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<tr>
<td>Faculty/Department</td>
<td></td>
</tr>
<tr>
<td>Department Support Staff</td>
<td></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td>This project did not involve any curriculum development regarding Aboriginal People, Aboriginal content, Aboriginal Learners, First Nations communities and/or First Nations Organizations. We have been in touch with Tami Pierce, Toni Gladstone and Colin Sanderson from Aboriginal Services (March 1, 2016) regarding recruitment and funding opportunities, and will continue to work together to ensure that Aboriginal students are aware of the program, prerequisites, and job prospects.</td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>We have been in contact with the Assessment Centre (Rachel Warwick: March 1, 2016) as the English Proficiency Requirements have changed, and there are always students wanting to prepare for the program.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>We have been in contact with the CID since the beginning of the project (Brett Griffiths and Elle Ting: July 2, 7 &amp; 16, 2015, and August 7, 10, 11 &amp; 19, 2015). The CID supported the development of the Stakeholder Survey. All draft documents (Stakeholders Survey, Design Plan Workshop Outcomes, Curriculum Development Workshop Outcomes and Program Proposal) have been discussed at length with an Instructional Associate (July 21, 29 &amp; 31, 2015, 2015, August 7, 10, 12 &amp; 19, 2015, January 21, 2016, February 9, 2016). Elle Ting and Brett Griffiths provided guidance as the course outlines and PCG were developed in January and February, 2016, with the most recent discussion taking place February 24, 2016.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Due to the short length of this program, and the fact that the majority of the program hours are spent off-site in clinical, it is not eligible for StudentAid.</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services</td>
<td>We were in touch with Emily Simpson from the Learning Centre in October (October 7, 2015) and let her know about the updates to the program. We don’t anticipate any increase in usage of the Learning Centre for the RT Program, as students spend the majority of the program offsite. The Learning Centre may be able to offer students some support around resumé writing, to be discussed closer to the program launch in 2016.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Raymond Kaan, Associate Registrar, has reviewed the PCG and Course Outlines. (February 24 &amp; 26, 2016).</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>We were in touch with Cathy Snyder-Lowe - Manager, International Student Admissions &amp; Services and Tina Chow - Director, VCC International (October 7 &amp; 8, 2015) to give them an update regarding the Curriculum Review and the changes to the program. As in the past,</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td></td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
</tr>
</tbody>
</table>
the program will not be eligible for International Students as it is 2-months full-time. If International Students who are the process of applying for PR status and are interested in pursuing the prerequisites while they wait, they can do so.

### FINANCIAL AND OPERATING

| Communications and Marketing | We have been in touch with Karen Wilson and Danielle Libonati in Marketing regarding potential marketing strategies for the new program (March 1 & 2, 2016). We will continue to communicate with them as we begin recruiting and move towards accepting applications. |
| Facilities | We were in touch with Jerry Guspie, Director of Facilities (March 1, 2016). There is no anticipated increase in the use of facilities, other than five theory days in the first week of the program and one day a week thereafter for the remaining 7 weeks (in-classroom, on campus) which will require classroom space for 16 students. There is no additional office space required for instructors, nor are there any requirements for storage of equipment or course materials. The program does not require any special classrooms for special needs students, and the courses will be run during regular work hours. There is no anticipated impact on energy use, nor is there any specialized equipment needed. There will be no foreseeable impact on Receiving and the program does not include any special events. |
| Finance | Stefan Valchev, Manager Financial Projects for CS, has been involved with preliminary costing of the (revised) program, and we will continue to work with the Department of Finance throughout the development. |
| Information Technology (IT) | |
| Institutional Research (IR) | We were in touch with Janet Latter and Brian Beecham from Institutional Research early in the project prior to launching the Stakeholder Survey (April 9, June 1 & 15, 2015). We used the DACSO Surveys for Renal Dialysis Program in our Needs Analysis, Labour Market. We were in touch with Brian Beecham again in February (February 23 & 29, 2016) to provide an update and overview of the Review. As the program is in Continuing Studies, the FTE count is quite low (all CS courses and programs have a 600 divisor for FTEs). |
| Safety and Security | We were in touch with Surinder Aulakh, Director of Safety and Security, and Yang Wang, Health and Safety Coordinator in October (October 7, 2015) regarding safety issues. The theory courses that are held on-site are daytime classes and do not necessitate any specialized safety training for faculty, staff or students, nor any special access for staff. The program does deal with some chemicals and hazardous materials and waste and bio-matter. This occurs in the clinical sites (Lower Mainland Hospitals – all practicums are booked through HSPNET) and not at all during the theory component, which is on-campus. Students are all required to provide a full immunization record and CPR certification as well as a Criminal Record Check. |

### EXTERNAL CONSULTATIONS

| FEEDBACK (include date received) |
| PAC/CEG |
| Affiliation, Articulation and/or Accreditation bodies |
| PSIPS |
| DQAB |
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

3. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RENL</td>
<td>1001</td>
<td>3.5</td>
<td>201693</td>
</tr>
<tr>
<td>RENL</td>
<td>1002</td>
<td>7.0</td>
<td>201693</td>
</tr>
</tbody>
</table>

4. College Code: VO    Level: 21
Division Code: CCS    Major: RENL

COMPLETED BY FINANCE:

5. Which of the following fee structure applies?

- UT
- Applied
- ABE
- Differential
- X Cost Recovery
- IE
- Contract

6. Finance Org Code: 6088

7. Tuition for all courses:  Domestic: $5,500  International: N/A

8. College Initiative fee to be charged?  X Yes  □ No

9. Student Society fees?  □ Yes  X No

COMPLETED BY INSTITUTIONAL RESEARCH:

10. FTE Divisor: 600

11. Classification Code: 511011

12. Taxonomy: _________________________
D) 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>Rebeccah Bennett</td>
<td>by email</td>
<td>March 4, 2016</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>Gordon McIvor</td>
<td>by email</td>
<td>March 4, 2016</td>
</tr>
</tbody>
</table>

☐
Renal Dialysis Technician Citation Program

Program Content Guide

Effective Date: September 2016
Goal

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

Admission Requirements

- Grade 12 graduation or equivalent
- Proof of English proficiency and English 12 with a ‘C+’ or equivalent
- Biology 12 with a C+, or VCC Biology 0983/0993 with a C+, or equivalent
- OACP 1108: Medical Terminology 1, or equivalent, taken within 5 years
- MSKL 1104: Interpersonal Communication Skills – Health, or equivalent

Upon acceptance, students will also be required to complete the following:

- Criminal Record Check (CRC). In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. 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. Applicants to the program are responsible for any costs incurred in the Criminal Record Check.
- Current CPR - Level C
- Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.
- A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:
  - Pertussis
  - Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
  - Influenza (on an annual basis)
  - Chicken Pox

Prior Learning Assessment & Recognition (PLAR)

This program does not accept PLAR at this time.

Program Duration

Eight weeks of full-time study. Both courses must be completed simultaneously in order to graduate.

Program Learning Outcomes

Upon completion of the Renal Dialysis program students will be able to:

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

**Instructional Activities, Design and Delivery Mode**

This is a full-time face-to-face program. Days and hours may vary. The clinical placement may include some early mornings and evenings.

The program consists of two courses: theory and clinical. The theory course is delivered through classroom instruction, group discussions, case-studies, and simulations. Students apply theoretical knowledge in the clinical practicum, which takes place in hospital or community dialysis clinics. The clinical course is delivered through clinical instruction and supervision, observation and assessment, daily post-clinical conferences and reflective journaling.

**Evaluation of Student Learning**

Evaluations will be done throughout the program. In the theory course, evaluations will be based on case-studies, assignments, quizzes, and a final exam. The clinical practicum is evaluated by instructor observation, assessment of practical skills, and reflective journaling.

Students must achieve at least B- in the theory course (RENL 1001) and an S in the clinical course (RENL 1002) in order to complete the program. All assignments in the clinical course must be successfully completed and students must achieve at least three out of four on every competency on the final competency evaluation in order to pass the clinical course. If students do not successfully complete the theory or the clinical course they will not be readmitted into the program without approval of the department leader.

The Renal Dialysis Technician Program is an applied program where students learn the hands-on skills of dialysis on a daily basis. Students are recommended to attend all classes in order to complete the program successfully.

**Recommended Characteristics of Students**

- Good command of oral and written English
- Ability to adjust to work in a hospital setting. Previous health care experience is an asset.
- Ability to operate related equipment.
- Ability to take initiative, handle responsibility and maintain confidentiality
- Dependable, ethical and respectful
- Ability to work under close direction as a member of a health care team.
- Attention to detail, accuracy, patience, and ability to work well under pressure
- Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Lower Mainland area.
- Physical ability to carry out the duties of a renal technician, including standing for long periods of time and performing repetitive movements.
Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | RENL 1001 | **Renal Dialysis Technician Theory**  
This course will introduce students to the theoretical knowledge and competencies required to work safely and effectively as Renal Technicians. With an emphasis on professionalism and patient and workplace safety, RENL 1001 familiarizes students with the role, context, and function of the dialysis clinic and the responsibilities, duties, and tasks of the Renal Technician. Students learn safety and infection control practices and guidelines, principles of hemodialysis, the function and technical workings of dialysis machines, patient care duties, proper documentation procedures and guidelines, and professional practices within the dialysis clinic. | 3.5     |
| 1    | RENL 1002 | **Renal Dialysis Technician Clinical**  
This course will provide students with the practical skills and experience required to work as Renal Technicians by applying theoretical knowledge and competencies in a clinical setting. Learners are partnered with working technicians and are provided with the opportunity to practice the set-up, take-down and support of dialysis machines; patient care within the context of a dialysis clinic; safety and infection control practices; and accurate and timely documentation. Student learning is supported through daily post-clinical conferences, journaling, and learning activities to facilitate integration of knowledge and skills. | 7.0     |

Total Program Credits: 10.5
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</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></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></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:

http://www.vcc.ca/about/governance--policies/policies/
Course Name: Renal Dialysis Technician Theory

Course Number: RENL 1001  
Number of Credits: 3.5  
Effective Date: September 2016

Course Description:
This course will introduce students to the theoretical knowledge and competencies required to work safely and effectively as Renal Technicians. With an emphasis on professionalism and patient and workplace safety, RENL 1001 familiarizes students with the role, context, and function of the dialysis clinic and the responsibilities, duties, and tasks of the Renal Technician. Students learn safety and infection control practices and guidelines, principles of hemodialysis, the function and technical workings of dialysis machines, patient care duties, proper documentation procedures and guidelines, and professional practices within the dialysis clinic.

Course Pre-requisites (if applicable):
Admission to the Renal Dialysis Technician Citation Program

Course Co-requisites (if applicable):
Renal Dialysis Technician Clinical (RENL 1002)

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

PLAR is not available in this program.
Instructional Strategies:
Classroom instruction, group discussions and activities, and case studies.

Course Learning Outcomes:
1. Explain the role and responsibilities of the renal technician
2. Discuss safety and infection control practices and guidelines
3. Explain safe work practices
4. Explain principles of hemodialysis
5. Describe the function and technical workings of dialysis machines
6. Demonstrate proper documentation procedures and guidelines
7. Discuss professionalism in the context of the renal dialysis unit and the broader healthcare setting

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

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

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Case studies</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Research paper</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Final exam covering the entire course</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>68</td>
<td></td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
Introduction to hemodialysis
Role and responsibilities of the renal technician
Safe work practices, body mechanics and WCB guidelines
Renal anatomy and physiology, and the pathology of renal failure
Chronic and acute renal failure and dialysis
Infection control principles and standard precautions
Function, technical workings and troubleshooting of hemodialysis machines
Cleaning and disinfection of dialysis machines
Principles of hemodialysis, diffusion, dialyzing, reverse osmosis and water treatment systems
Composition of dialysate solution
Common medications used in dialysis
Analysis and interpretation of dialysis prescription
Patient care including performing and recording weight and vital signs
Proper patient care documentation
Ethical and legal aspects of documentation
Effective communication and collaboration within the health care team

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

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

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: March 15, 2016
Approved by Education Council: 
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Renal Dialysis Technician Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>RENL 1002</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>7.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2016</td>
</tr>
</tbody>
</table>

**Course Description:**
This course will provide students with the practical skills and experience required to work as Renal Technicians by applying theoretical knowledge and competencies in a clinical setting. Learners are partnered with working technicians and are provided with the opportunity to practice the set-up, take-down and support of dialysis machines; patient care within the context of a dialysis clinic; safety and infection control practices; and accurate and timely documentation. Student learning is supported through daily post-clinical conferences, journaling, and learning activities to facilitate integration of knowledge and skills.

**Course History:**
New Course

**School or Centre:**
Centre for Continuing Studies

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

**Course Pre-requisites (if applicable):**
Admission to the Renal Dialysis Technician Citation Program

**Course Co-requisites (if applicable):**
Renal Dialysis Technician Theory (RENL 1001)

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

PLAR is not available in this program.
### Instructional Strategies:
Clinical instruction and supervision, observation and assessment, daily post-clinical conferences, and reflective journaling.

### Course Learning Outcomes:
1. Set up, take down, and support the operation of dialysis machines
2. Demonstrate professional and ethical work practices
3. Apply patient care principles within the role of renal technicians
4. Apply current safety and infection control practices
5. Perform accurate and timely documentation

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

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Midterm progress report (S if complete, U if incomplete)</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Final competency evaluation (students must achieve at least 3/4 on all competencies to receive an S)</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td>Reflective journal (S or U based upon rubric)</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Clinical participation (S or U based upon rubric)</td>
</tr>
</tbody>
</table>
-                   |            | Students must achieve a satisfactory grade on all evaluations in order to be successful in the course |

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>210</td>
<td></td>
</tr>
</tbody>
</table>

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.
Machine set-up and take-down
Solving machine alarms
Working effectively with nurses to support machine operation
Time management skills and self-direction
Importance of confidentiality
Basic patient care
Appropriate responses to patient questions and emergencies
Safe work practices
Principles and practices of infection control
Infection control practices
Interpreting dialysis prescriptions
Accurate record keeping/documentation
Ethical and legal aspects of documentation

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

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Name of Proposed Program: Renal Dialysis Technician Citation Program

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

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

A. Concept

Department Leader: Rebeccah Bennett
Faculty: Daniel Dubenko, Luisito Josep Sera
Dean: Gordon McIvor

Proposal Date: February 23, 2016 (initial version October 26, 2015)

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

Purpose and Context

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

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

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

The Program Learning Outcomes are:

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

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

A. Reconfigured Education Plan 2013-2016

The curriculum review / program renewal project for the Renal Dialysis Technician program is aligned with both commitments of the Reconfigured Education Plan:
Commitment: an innovative college for higher and further education, offering a wide range of quality, relevant career, applied and academic programming

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

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

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

B. British Columbia 2022 Labour Market Outlook

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

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

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

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

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

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

- Educational Quality. Similar to the recently renewed Medical Device Reprocessing Technician (MDRT) Program, the Renal Dialysis Technician Program operates with strong industry connections, and the students spend most of their time learning in hospitals, which provides quality experiential learning and relevant, career-oriented industry experience.
- Operational Excellence. Throughout the renewal, we are reviewing and improving the admissions process to increase access for students, and support them through the pre-requisites. We will re-evaluate these processes as we launch the program and continue to improve the processes.
- Financial Stability and Sustainability. Continuing Studies is working closely with the Department of Finance to ensure that this program contributes to the sustainability and financial stability while remaining accessible to students. The Needs Analysis and Curriculum Design have been completed in-house, with minimal expenditure.
- Reputational Management. The VCC Renal Dialysis Technician (formerly Certificate) Program has been running since 1999 and is well-known in the Lower Mainland and throughout BC. Prior to this renewal, the program
had not gone through a renewal process for several years. As a result, the reputation of the program (and VCC by extension) has been at risk, particularly with the Health Authorities in the Lower Mainland. By responding to the requests of the PAC and by consulting with the Regional Health Authorities, we are ensuring that the VCC Renal Dialysis Technician Program remains well-recognized, visible and relevant.

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

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

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

**Program Need**

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

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

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

The Renal Dialysis Program has been running consistently since 1999. It typically runs once per year with a cohort of roughly 12-16 students, and is always fully enrolled with a healthy waitlist. There is a current waitlist of approximately 45 students, and the Program Coordinator and Program Assistant continue to receive regular inquiries about the program.

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

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

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

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

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

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

At the September 17, 2015 PAC meeting, we learned that the casual pool is very low and the Health Authorities are experiencing a labour shortage of Renal Technicians. This shortage continues to grow, and therefore there is a need to launch the renewed program in September, 2016 or otherwise as soon as possible.

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

8. Anticipated start date of program: September 2016

Competitive Analysis

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

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

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

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

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

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

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

The program consists of 68 theory and 210 clinical hours. The program length will be two months. The students must complete the theory and clinical courses simultaneously in order to graduate.

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

There is a current expected annual enrollment of 16 which may increase as we are able to secure more clinical placement spots in Lower Mainland Hospitals.

Admission and Delivery

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores. While these may be adjusted throughout the Curriculum Development phase, the admission requirements are expected to be as follows:

- Grade 12 graduation or equivalent
- Proof of English proficiency and English 12 with a ‘C+’ or equivalent
- Biology 12 with a C+, or VCC Biology 0983/0993 with a C+, or equivalent
- OACP 1108: Medical Terminology 1 or equivalent, taken within 5 years
- MSKL 1104: Interpersonal Communication Skills – Health or equivalent
Upon acceptance, students will also be required to complete the following:

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

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

The program will be delivered face-to-face Monday-Friday. The theory days will be during the day, and clinical hours will take place in the morning, afternoon, or evenings depending on availability of Health Authorities. After spending the first week in the classroom, students begin spending one day in the classroom and four days in the clinical setting.

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

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

Student Profile

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

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

- 45% are male and 55% female.
- 23% were born in Canada, 36% in the Philippines, 18% in India, 9% in China. Other countries listed were: Mauritius, Poland, and Bangladesh.
- 36% of respondents speak English at home, while 64% speak another language.
- 50% of the graduate survey respondents are 40-49 years of age, 32% are 30-39, and 14% are 50-59.
- 100% of respondents had some prior post-secondary experience (35% had a degree, 23% had some post-graduate studies).
- 64% respondents indicated that they had prior healthcare experience: 36% from Canada, and 27% from elsewhere.

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

Historically, the Renal Dialysis Program has been well enrolled with a healthy wait list, and all recruitment to date has been word-of-mouth. There are over 45 students on our current waitlist. In order to promote the updated program and ensure intake remains steady, we will liaise with the Marketing Department directly, and will offer regular Info Sessions.

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

The level of English proficiency will be adjusted to English 12 with a C+ or equivalent, based on feedback from the PAC members and managers in the various Health Authorities. The previous scores were (CLBPT Speaking 8, Listening 7,
Proposal for New Program

Reading 7, and Writing 6) – roughly equivalent to Grade 10 level Reading and Writing. There are English upgrading options available at VCC for those students who need to upgrade, such as ESL Pathways and CPE.

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

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

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

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

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

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

Quality

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

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

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

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

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

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

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

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

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

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per Policy D.3.5?
PLAR is not available for this program.

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

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

Consultation Overview

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

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

Aboriginal Services: This project did not involve any curriculum development regarding Aboriginal People, Aboriginal content, Aboriginal Learners, First Nations communities and/or First Nations Organizations. We have been in touch with Tami Pierce, Toni Gladstone and Colin Sanderson from Aboriginal Services (March 1, 2016) regarding recruitment and funding opportunities, and will continue to work together to ensure that Aboriginal students are aware of the program, prerequisites, and job prospects.

Assessment Centre: We have been in contact with the Assessment Centre (Rachel Warwick: March 1, 2016) as the English Proficiency Requirements have changed, and there are always students wanting to prepare for the program.

Centre of Instructional Development: We have been in contact with the CID since the beginning of the project (Brett Griffiths and Elle Ting: July 2, 7 & 16, 2015, and August 7, 10, 11 & 19, 2015). The CID supported the development of the Stakeholder Survey. All draft documents (Stakeholders Survey, Design Plan Workshop Outcomes, Curriculum Development Workshop Outcomes and Program Proposal) have been discussed at length with an Instructional Associate (July 21, 29 & 31, 2015, 2015, August 7, 10, 12 & 19, 2015, January 21, 2016, February 9, 2016). Elle Ting and Brett Griffiths provided guidance as the course outlines and PCG were developed in January and February, 2016, with the most recent discussion taking place February 24, 2016.

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

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

Registrar’s Office: Raymond Kaan, Associate Registrar, has reviewed the PCG and Course Outlines. (February 24 & 26, 2016).

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

**Communications and Marketing:** We have been in touch with Karen Wilson and Danielle Libonati in Marketing regarding potential marketing strategies for the new program (March 1 & 2, 2016). We will continue to communicate with them as we begin recruiting and move towards accepting applications.

**Facilities:** We were in touch with Jerry Guspie, Director of Facilities (March 1, 2016). There is no anticipated increase in the use of facilities, other than five theory days in the first week of the program and one day a week thereafter for the remaining 7 weeks (in-classroom, on campus) which will require classroom space for 16 students. There is no additional office space required for instructors, nor are there any requirements for storage of equipment or course materials. The program does not require any special classrooms for special needs students, and the courses will be run during regular work hours. There is no anticipated impact on energy use, nor is there any specialized equipment needed. There will be no foreseeable impact on Receiving and the program does not include any special events.

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

**Institutional Research:** We were in touch with Janet Latter and Brian Beacham from Institutional Research early in the project prior to launching the Stakeholder Survey (April 9, June 1 & 15, 2015). We used the DACSO Surveys for Renal Dialysis Program in our Needs Analysis, Labour Market. We were in touch with Brian Beacham again in February to provide an update and overview of the Review (February 23 & 29, 2016). As the program is in Continuing Studies, the FTE count is quite low (all CS courses and programs have a 600 divisor for FTEs).

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

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

In particular, we have consulted Jan Olsen, Michelle Trask, Luis Sera Josep, Arthur Owtram, David Pollock, Joseph Tamayo, Ricky Lin, and Daniel Dubenko. All are highly experienced managers, technicians, and instructors in the field of Renal Dialysis. We consulted with the Design Plan workshop participants and the Renal Dialysis PAC members on several occasions throughout the project (January 15, 2014, February 2, 2015, June 22, 2015, August 10 & 12, 2015, September 17, 2015, February 18 & 26, 2016) to review the Program Goal, Program and Course Learning Outcomes, Course Learning Objectives, as well as the Program Admission Requirements and the Program Length.

**Design Plan Workshop Participants:**
- Luisito M. Sera Josep (Clinical Nurse Educator)
- David Pollock (previous Renal Tech Program Clinical Instructor, Renal Tech)
- Arthur Owtram (previous Renal Tech Program Theory Instructor, Renal Tech)
- Joseph Tamayo (Renal Tech)
- Ricky Lin (Renal Tech)
- Daniel Dubenko (PD Link Nurse - Home Peritoneal Dialysis Program)
- Brett Griffiths (Instructional Associate, CID, VCC)
- Elle Ting (Instructional Associate, CID, VCC)
- Claire Sauve (Senior Program Coordinator, Continuing Studies, VCC)
- Rebeccah Bennett (Program Coordinator, Continuing Studies Health Sciences, VCC)

The Design Plan Workshop took place on August 10 & 12, 2015. The outcomes of the workshops were a new Learner Profile, and draft Program Learning Outcomes. Sources of information included the Needs Analysis / Stakeholder Survey, previous Program and Course Outcomes and Objectives, and the experience, insight and knowledge of the participants.
Proposal for New Program

Curriculum Development Workshop Participants:
- Luisito M. Sera Josep (Clinical Nurse Educator)
- Brett Griffiths (Instructional Associate, CID, VCC)
- Elle Ting (Instructional Associate, CID, VCC)
- Claire Sauve (Senior Program Coordinator, Continuing Studies, VCC)
- Rebeccah Bennett (Program Coordinator, Continuing Studies Health Sciences, VCC)

The Curriculum Development workshop was held on January 21, 2016. The Program Admission Requirements, the Theory Course Learning Outcomes and Objectives, and the Clinical Course Learning Outcomes and Objectives were established in this workshop.

Course Design/Blueprinting Workshop Participants:
- Luisito M. Sera Josep (Clinical Nurse Educator)
- Daniel Dubenko (PD Link Nurse - Home Peritoneal Dialysis Program)
- Brett Griffiths (Instructional Associate, CID, VCC)
- Elle Ting (Instructional Associate, CID, VCC)
- Claire Sauve (Senior Program Coordinator, Continuing Studies, VCC)
- Rebeccah Bennett (Program Coordinator, Continuing Studies Health Sciences, VCC)

The Course Design/Blueprinting workshop was held on February 9th, 2016. The Course Blueprinting and Assessments were established in this workshop.

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

The Curriculum Review Process was first discussed at a Renal Dialysis Technician PAC Meeting on January 15th 2014. The Committee met again on February 2, 2015 to discuss plans and potential changes to the program. Members of the PAC (particularly two Managers - Jan Olsen and Michelle Trask) were consulted at various times throughout the review process in order to discuss changes to the program, ensure that the Outcomes were meeting Ministry and Health Authority Standards, and to discuss labour market. Face to face meetings took place June 22 and September 17, 2015, and telephone conferences and email discussions took place throughout February, 2016. We will continue to work with the PAC throughout the renewal process, to ensure quality in building the new curriculum and that the revised program will meet industry needs.
B. IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum. It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

1. NON-RECURRING COSTS (provide accurate estimates)

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Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

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Totals

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2. ONGOING OPERATING COSTS (provide accurate estimates)

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<td>$65,973</td>
</tr>
<tr>
<td>Department admin staff</td>
<td>$7,436</td>
<td>$7,436</td>
<td>$7,436</td>
<td></td>
<td>$22,308</td>
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<tr>
<td>Department supplies and</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
<td></td>
<td>$7,800</td>
</tr>
<tr>
<td>general expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS admin &amp; support staff</td>
<td>$19,776</td>
<td>$19,776</td>
<td>$19,776</td>
<td></td>
<td>$59,328</td>
</tr>
<tr>
<td>CS supplies and general</td>
<td>$8,828</td>
<td>$8,828</td>
<td>$8,828</td>
<td></td>
<td>$26,484</td>
</tr>
<tr>
<td>expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Support*</td>
<td>$12,126</td>
<td>$12,126</td>
<td>$12,126</td>
<td></td>
<td>$36,378</td>
</tr>
<tr>
<td><strong>Sub-totals</strong></td>
<td>$72,757</td>
<td>$72,757</td>
<td>$72,757</td>
<td></td>
<td>$218,271</td>
</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td>$3,496</td>
<td>$74,737</td>
<td>$72,757</td>
<td>$72,757</td>
<td>$223,747</td>
</tr>
</tbody>
</table>

* Includes Student Services, Marketing, IT Support, Library, Facilities and other institutional expenses
C. BUSINESS CASE

This document outlines the sources of revenue for the program. It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

1. REVENUE

What is the source of funding for this program?
The only source of funding for this program is tuition revenue.

2. TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>2</td>
<td>$88,000</td>
<td>$89,760</td>
<td>$91,555</td>
<td>$269,315</td>
<td></td>
</tr>
</tbody>
</table>

3. SIGN OFF

Dean/Director: Gordon McIvor, March 31, 2016 via email
VP Strategic Partnerships and Business Development: Irene Young, March 31, 2016 via email
VP Academic: Kathryn McNaughton, March 14, 2016, via email
VP Finance: Marlene Kowalski, April 4, 2016, via email
PREPARED FOR: Education Council

ISSUE: New Program: Fashion Design and Production Diploma

BACKGROUND: This proposal, presented by Andrea Korens presents a new fashion design diploma with possibilities full-time and part-time studies and an option for a certificate exit.

DISCUSSION: This proposal went through governance as a concept paper. There was significant discussion around language of learning outcomes and changes have been made. Clarifications regarding “co-requisite” courses have also been made and a maximum time for completion has been added.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the curriculum for the Fashion Design and Production program and recommends the Board approve the new credential: Fashion Design and Production Diploma

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):  __Fashion Design & Production Diploma_____________________

ANTICIPATED START DATE:  __September 2016_____________________________________

Curriculum Developer: __Andrea Korens_____ Title: __Program Coordinator Fashion: Education_

School/Centre: __CONTINUING STUDIES_____________ Department: _FASHION___________

E-mail: __akorens@vcc.ca_________________________ Phone/Ext.: __8661___________

**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 COURSES  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.

☐ CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Credential

☐ Prior Learning Assessment and Recognition (PLAR)

☐ Program Admission Requirements

☐ Program Learning Outcomes (Indicate outcome number(s): __________)

☐ Grading system  (*at variance with policy C.1.1 Course/Program Grading*)

☐ Program duration/maximum allowable time for completion

☐ Program GPA requirements

☐ Program/Course Credit Hours

☐ Course Evaluation Plan  (*at variance with policy C.1.1 Course/Program Grading*)

☐ Course sequencing  (*that impacts the year the course is offered in*)

☐ Other: _____________________

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

☐ Program/Course Description

☐ Program Purpose

☐ Recommended Student Characteristics

☐ Course Sequencing  (*that does not impact* year the course is offered in)

☐ Course Name/Number

☐ Course Pre-requisite(s)/Co-requisite(s)

☐ Course Learning Outcomes

☐ Course Evaluation Plan  (*within policy C.1.1 Course/Program Grading*)

☐ Instructional Delivery Mode

☐ Language (e.g., Typos, Spelling Errors, etc.)

☐ Other: _____________________
B) ATTACHED DOCUMENTATION

✓ 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: **FSHN 1101 / FASHION CYCLE 1**

Course name and number: **FSHN 1103 / FASHION CYCLE 2**

Course name and number: **FSHN 1105 / FASHION FUNDAMENTALS**

Course name and number: **FSHN 1107 / ILLUSTRATION AND DESIGN 1**

Course name and number: **FSHN 1109 / PATTERN DRAFTING 1**

Course name and number: **FSHN 1111 / SEWING TECHNIQUES 1**

Course name and number: **FSHN 1113 / DRAPING**

Course name and number: **FSHN 1201 / FASHION CYCLE 3**

Course name and number: **FSHN 1203 / FASHION CYCLE 4**

Course name and number: **FSHN 1205 / FASHION HISTORY**

Course name and number: **FSHN 1207 / ILLUSTRATION AND DESIGN 2**

Course name and number: **FSHN 1209 / PATTERN DRAFTING 2**

Course name and number: **FSHN 1211 / SEWING TECHNIQUES 2**

Course name and number: **FSHN 1215 / TECHNICAL FASHION ILLUSTRATION 1**

Course name and number: **FSHN 1301 / FASHION CYCLE 5**

Course name and number: **FSHN 1305 / FASHION MARKETING**

Course name and number: **FSHN 1313 / FABRIC AND TEXTILE STUDIES**

Course name and number: **FSHN 1315 / TECHNICAL FASHION ILLUSTRATION 2**

Course name and number: **FSHN 1319 / TEXTILE SURFACE DESIGN**
Course name and number: FSHN 2101 / FASHION CYCLE: PROJECT PREVIEW

Course name and number: FSHN 2103 / FASHION CYCLE: PROJECT FINAL

Course name and number: FSHN 2105 / BUSINESS PLANNING

Course name and number: FSHN 2109 / COMPUTER AIDED DRAFTING

Course name and number: FSHN 2115 / WEBSITE DESIGN AND E-COMMERCE

Course name and number: FSHN 2205 / OVERSEAS PRODUCTION

Course name and number: FSHN 2209 / PATTERN GRADING AND MARKER MAKING

Course name and number: FSHN 2215 / FASHION PORTFOLIO

Course name and number: FSHN 2321 / PRACTICUM

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.

The new courses have been developed as part of the new Fashion Design and Production Diploma. See for Proposal for New Program for more details.

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

There is an expected development cost of $16,000, which has been allocated through Curriculum Development Funds. Other developmental and ongoing operating costs are included in the Proposal for New Program.
## CONSULTATION CHECKLIST (select all that apply)

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Faculty/Department      | Tene Barber, former Dean of Continuing Studies: May 2014 – March 2015  
  Tene’s guidance resulted in conception of general structure of program, strategic planning (transfer credit agreements, strategic PAC formation, reputation management, creative resource management), and support in implementing many of the FADFRR recommendations.  
  Current Fashion Arts Diploma program underwent preliminary financial analysis and re-costing, to prepare for fiscal realities of new programming.  
  Claire Sauve, Senior Program Coordinator: April 2015 - ongoing  
  Having recently brought the MDRT program through renewal, Claire has provided guidance throughout on process, timelines, budget and strategy, as well as assistance in finding information and problem solving. Claire has also provided support on developing this paper, especially in the business case.  
  Michael Yue, Interim Dean of Continuing Studies: March 2015 - ongoing  
  Michael has provided support since joining Continuing Studies, in strategy, resource management, and communications.  
  Gordon McIvor, Dean of Continuing Studies: February 17th, 2016 and ongoing  
  Discussion of project and consultation on tuition fees.  
  Fashion instructors Lisa Gellert, Concetta Sciarretta, Matthew Burditt, Patrice Godin, Allison Drake, Kaytee Kilgour, and Jenny Hedberg: November 2015 – current date  
  Members of the core instructional team have participated in program visioning, mapping, and curriculum design and development. |
| Department Support Staff|                                  |
| Other Department(s)    |                                  |
| **EDUCATIONAL AND STUDENT SERVICES** |                                |
| Aboriginal Education and Community Engagement (AECE) | Kory Wilson, Director of Aboriginal Services: October 25th, 2015  
  Reached out informing of planned renewal; requested feedback on how to better serve our indigenous learners. |
<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Centre</td>
<td>Rachel Warick, Assessment Supervisor: October 26th, 2015&lt;br&gt;Rachel pointed out some discrepancies in historical entrance requirements in English scores. We agreed that additional consultation would occur in the future, to ensure consistency.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Elle Ting, Instructional Associate, Centre for Instructional Development: October 14th, 2015, and ongoing&lt;br&gt;Consultation on program and curriculum design process and timeline; and provided feedback on this document, competition analysis document, industry survey, course outlines, and the PCG. Elle also facilitated several of our program visioning and design sessions.</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Linda Duarte, Department Head of Counselling and Disability Services: October 27th, 2015&lt;br&gt;Reached out informing of planned renewal; Linda suggested being in touch with Craig McGuigan if we required support from counselling or disability services a great deal.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Sherry Pidperyhora, Financial Aid Supervisor: October 13th, 2015, January 29th, 2016, and ongoing&lt;br&gt;Contacted Sherry requesting a meeting to confirm program requirements from a Financial Aid perspective. Sherry has confirmed that the new proposal meets student loan eligibility. There may be minor tweaks to schedule (mainly, September start date) based on feedback; further discussion is forthcoming.</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Todd Rowlatt, Department Head of Library Public Services: October 26th, 2015&lt;br&gt;Todd reminded us to be in touch if any new subject areas are added to curriculum, so that Elena Kuzmina (our library liaison) can arrange for library support.</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Raymond Kaan, Associate Registrar Records: October 28th, 2015, January 25th, 2016, and February 24th, 2016&lt;br&gt;October 28th, 2015: Course outlines and PCG to be submitted to Raymond/Registrar’s Office for feedback before submitting to curriculum committee&lt;br&gt;January 25th, 2016: Received approval for course numbers and subject code&lt;br&gt;February 24th, 2016: Received approval of course outlines</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>Craig McGuigan, Director Student Services: October 21st, 2015&lt;br&gt;Agreement that Fashion Arts program area had not placed undue demands on Student Services, and required service level is unlikely to change.</td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>Cathy Snyder Lowe, Manager, International Student Admissions &amp; Services and Angela Liang, International Marketing Recruitment Manager: October 16th, 2015&lt;br&gt;Confirmed program requirements from International’s...</td>
</tr>
</tbody>
</table>
Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>FINANCIAL AND OPERATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Marketing</td>
</tr>
<tr>
<td>Karen Wilson, Director of Marketing and Communications, and Danielle Libonati, Marketing Communications Officer: October 26th, 2015 and ongoing</td>
</tr>
<tr>
<td>Initial stages of marketing plan for new program launch, including mailing lists, a new postcard, a press release, and featuring new space and new programming innovations; further consultations around change of diploma name and marketing needs for Fashion Cycle courses.</td>
</tr>
<tr>
<td>Facilities</td>
</tr>
<tr>
<td>Irene Young, then Vice President of Administration and CFO, Jerry Guspie, Director of Facilities, and Steve Horn, Facilities Manager: June 2015 – ongoing</td>
</tr>
<tr>
<td>Several meetings and conversations took place, going over Fashion Arts space challenges and opportunities; production lab move proposal did not go forward, but new designated classroom space and design lab on the 9th floor, and production lab maintenance have addressed most of the space concerns.</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>Stefan Valchev, Manager Financial Projects: November 2015 - ongoing</td>
</tr>
<tr>
<td>Stefan has helped develop the total tuition fees, and the course by course breakdown of fees. He has also helped separate the fashion organization code to represent the separate program areas of Fashion Merchandising and Fashion Design.</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
</tr>
<tr>
<td>Safety and Security</td>
</tr>
<tr>
<td>Surinder Aulakh, Director of Safety and Security: October 25th, 2015</td>
</tr>
<tr>
<td>Reached out informing of planned renewal; informed that there will be little or no immediate change to chemicals used or machinery requiring training, but requested feedback to ensure that all existing items had followed protocol.</td>
</tr>
<tr>
<td>Yang Wang, Health and Safety Coordinator: October 26th, 2015</td>
</tr>
<tr>
<td>Yang offered to assist with any required staff safety training.</td>
</tr>
</tbody>
</table>

EXTERNAL CONSULTATIONS

<table>
<thead>
<tr>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC/CEG</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
</tr>
<tr>
<td>PSIPS</td>
</tr>
<tr>
<td>DQAB</td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSHN</td>
<td>1101 - 2321</td>
<td>62</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

4. College Code: ___VO__________ Level: ______21 / 28_____
   Division Code: ___CCS__________ Major: ______FSHN_____

5. Which of the following fee structure applies?
   - UT
   - Applied
   - ABE
   - Differential
   - Cost Recovery
   - IE
   - Contract

6. Finance Org Code: ___6022____________

7. Tuition for all courses: Domestic: ______$23, 500____ International: __TBD________

8. College Initiative fee to be charged?   x   Yes   □ No

9. Student Society fees?   x   Yes   □ No

10. FTE Divisor: __600__________

11. Classification Code: __500407________

12. Taxonomy: __CT5110__
D) 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.

   Andrea Korens by email March 4, 2016
   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.

   Gordon McIvor by email March 4, 2016
   Name Sign off Date
Fashion Design & Production Diploma

Program Content Guide

Effective Date: September 2016
Goal
The Fashion Design & Production Diploma prepares students for career success and further education in the fashion and apparel industries by developing creative and technical skills and knowledge, and providing industry experience. Fundamental skills are put into immediate context through a series of five fashion cycles that allows students to experience a fast-paced production process, from design conception to sales. In the second year, students use their fashion cycle experiences and foundational skills to complete a self-directed garment project. Students will graduate with the ability to pursue entrepreneurship or a career in small or large apparel companies. Integrated practica will allow students to graduate with real-life experience and a solid foundation for their professional network.

Admission Requirements
Admission is a competitive selection based on the following criteria:

- Grade 12 graduation, or equivalent
- English 12 (C grade), or equivalent
- Letter of Intent (500 words or less)
- Resume
- Two Letters of Reference
- Artistic portfolio:
  - Two pieces of original artwork with accompanying description
  - Sketch book
- Two sewn items
- Interview with selection committee
- Proficiency in Microsoft Word and Excel (testing to be performed onsite)
- VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to the starting the program.

Prior Learning Assessment & Recognition (PLAR)
VCC recognizes Prior Learning Assessment and Recognition (PLAR) as one of multiple pathways for students to complete their individual course of study.

PLAR is available for some courses in this program and will be assessed by the Department according to standardized practice and using one or more of the following components: project, professional portfolio, demonstration, or interview.

See Course Outlines for availability.

PLAR fees for every course apply without exception. The maximum number of credits of PLAR that a student may receive towards the diploma is 32.5.
Program Duration

The Fashion Design & Production Diploma has 28 courses (1410 hours) and students must successfully complete all courses in this program to be eligible for the diploma.

There are two options for completion:

1) **Two-year program.** This is a full-time, daytime offering. After successfully completing the nineteen courses in Year One and with completion of a 120-hour practicum, students will have the foundational skills to opt for a Fashion Design & Production Certificate exit. Continuing onto Year Two, students will apply skills to a self-directed garment project and learn industry specific software: successful completion of the final nine courses will produce the Fashion Design & Production Diploma.

2) **Three-year program.** The first two years are a part-time, evening offering. After successfully completing nineteen courses over two years and with completion of a 120-hour practicum, students will have the foundational skills to opt for a Fashion Design & Production Certificate exit. Alternatively, for the third year, students can transfer to the full-time, day time program to complete the final nine courses, in which they will apply skills to a self-directed garment project and learn industry specific software. Successful completion of the final nine courses will result in the Fashion Design & Production Diploma. Entry into the full-time final year must be done within one year of completing the first nineteen courses.

The maximum allowable completion time is five years for both completion options.

Program Learning Outcomes

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

- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence

Instructional Activities, Design and Delivery Mode

The Fashion Design & Production Diploma curriculum is designed to provide context and mimic the real-world fashion industry.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The program concludes with a practicum and presentation of student portfolios and collections/projects.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.
Students must achieve a minimum grade of C (60%) to successfully complete each course.

90% attendance is mandatory to successfully complete each course.

**Recommended Characteristics of Students**
- Imagination and creativity
- A good aesthetic sense
- Comfort with a fast paced environment
- Good communication skills, both verbal and written
- The ability to handle criticism
- The ability to work well with a wide variety of people
- Motivation, curiosity, and research-orientation
- Some sewing skills
- General knowledge of fashion designers and styles

**Courses**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FSHN 1101</td>
<td>Fashion Cycle 1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fashion Cycle 1 engages students in the full cycle of fashion production while implementing and building on skills learned in other courses. Students will experience a fast-paced production process, from design conception to sales, and will work in small groups to produce a simple soft goods product.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FSHN 1103</td>
<td>Fashion Cycle 2</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fashion Cycle 2 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycle 1 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will discuss and implement methods to increase product value. Students will work in small groups to produce a simple knit garment.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FSHN 1105</td>
<td>Fashion Fundamentals</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to aesthetics, operations, and ethical issues in the fashion industry and prompts them to develop an awareness of local and international brands, trends, and industries.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FSHN 1107</td>
<td>Illustration and Design 1</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The fashion designer communicates ideas through presentation and technical illustration. This course introduces students to the principles of illustration and design in a fashion context. Students will engage in the design process, from research and inspiration to final presentation of design.</td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>FSHN 1109</td>
<td>Pattern Drafting 1</td>
<td>Blocks/slopers are fitted foundation patterns, which are manipulated to create pattern designs. This course introduces students to the principles of precision drafting as they construct a set of blocks to a sample size (to be used in future courses) and fit a selection of blocks to their own bodies.</td>
<td></td>
</tr>
<tr>
<td>FSHN 1111</td>
<td>Sewing Techniques 1</td>
<td>This course will introduce students to sewing and garment construction on professional industrial machinery. Students will practice hand and machine sewing techniques to assemble a wide range of samples and will apply learned techniques to the construction of a garment.</td>
<td></td>
</tr>
<tr>
<td>FSHN 1113</td>
<td>Draping</td>
<td>Draping is the practice of creating patterns in three dimensions directly on the dress form. In this course, students translate between two and three dimensions, drape blocks/slopers and garments, and create paper patterns from their work. Students experience inherent fabric properties through practice and learn to drape on straight and bias grainlines.</td>
<td></td>
</tr>
<tr>
<td>FSHN 1201</td>
<td>Fashion Cycle 3</td>
<td>Fashion Cycle 3 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1 and 2 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will work with a pattern grader to develop a size range from their base pattern. Students will work in small groups to produce a draped top.</td>
<td></td>
</tr>
<tr>
<td>FSHN 1203</td>
<td>Fashion Cycle 4</td>
<td>Fashion Cycle 4 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1, 2, and 3 and other courses. In Fashion Cycle 4, students will experience a fast-paced production process, from design conception to sales, including consultation with a local factory. Students will work in small groups to produce a lined dress.</td>
<td></td>
</tr>
<tr>
<td>FSHN 1205</td>
<td>Fashion History</td>
<td>In this course, students explore the influence of world events, politics, technology, culture, and other factors on fashion. Students explore western fashion through the ages and consider today's fashions through a historical lens.</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>2</td>
<td>FSHN 1207</td>
<td>Illustration and Design 2</td>
<td>The fashion designer presents individual designs that stand both on their own merits and as part of a cohesive group or collection of garments. In this course, students build design and illustration skills while engaging in the design process, from research and inspiration to final presentation of design.</td>
</tr>
<tr>
<td>2</td>
<td>FSHN 1209</td>
<td>Pattern Drafting 2</td>
<td>A patternmaker uses a variety of manipulation techniques to transform their blocks/slopers into unique pattern designs. In this course, students will practice pattern manipulations and will create finished patterns from instructions and technical illustrations.</td>
</tr>
<tr>
<td>2</td>
<td>FSHN 1211</td>
<td>Sewing Techniques 2</td>
<td>In this course, students will develop their sewing and garment construction skills by applying new and previously learned techniques to garment construction. Students will mark, cut, and assemble a selection of garments using a wide range of construction techniques.</td>
</tr>
<tr>
<td>2</td>
<td>FSHN 1215</td>
<td>Technical Fashion Illustration 1</td>
<td>In the fashion industry, designs are communicated using technical illustrations (flats), and accompanying specification (spec) sheets and technical packages (tech packs). In this course, students will create flats by hand and in Illustrator, and will produce spec sheets and tech packs to industry standards.</td>
</tr>
<tr>
<td>3</td>
<td>FSHN 1301</td>
<td>Fashion Cycle 5</td>
<td>Fashion Cycle 5 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycles 1-4 and other courses. This course immerses students in a fast-paced production process, from design conception to sales, and students will collaborate to produce a small collection of office attire for a niche body type and create branding for their garment label.</td>
</tr>
<tr>
<td>3</td>
<td>FSHN 1305</td>
<td>Fashion Marketing</td>
<td>Marketing is the means of communication between the fashion designer and their audience. In this course, students will learn marketing strategies, and apply them to a fashion product line.</td>
</tr>
<tr>
<td>Credits</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>FSHN 1313</td>
<td>Fabric and Textile Studies</td>
<td>This course offers insight into the components, properties, and production of a variety of apparel fabrics, and will prompt students to demonstrate their understanding of these concepts in real-world fashion industry applications, including fabric selection in design, fabric testing, and sourcing. The course will also examine innovations and ethical issues in the textile industry.</td>
</tr>
<tr>
<td>3</td>
<td>FSHN 1315</td>
<td>Technical Fashion Illustration 2</td>
<td>This course builds on skills learned in Technical Fashion Drawing 1 and introduces artistic applications of Illustrator and Photoshop. Students will develop an extensive library of brushes, patterns, and design details for future use and will experiment with layout, typography, and other graphic design elements to convey individual aesthetic.</td>
</tr>
<tr>
<td>3</td>
<td>FSHN 1319</td>
<td>Textile Surface Design</td>
<td>This course deals with the manipulation of fabrics and the use of print and dye techniques to create a variety of surface designs and textures. Students will be taught to document methods and results to assist with problem solving, and to facilitate the replication of technique.</td>
</tr>
<tr>
<td>4</td>
<td>FSHN 2101</td>
<td>Fashion Cycle: Project Preview</td>
<td>This course provides students with guidance and consultation as they conceptualize their final projects, which may include a runway collection or a product line: the focus will be on planning the time, material, and human resources required. This course will help students anticipate and mitigate setbacks by teaching them to cultivate alternate plans while still maintaining integrity of vision. Students will present their final plan to a panel of instructors for feedback.</td>
</tr>
<tr>
<td>4</td>
<td>FSHN 2103</td>
<td>Fashion Cycle: Project Final</td>
<td>In this course, students will execute their final projects, which may include a runway collection or a product line. With guidance and consultation, students will engage in the full cycle of fashion production within the context of their own creative and entrepreneurial visions. Students will present their final projects at a showcase event.</td>
</tr>
<tr>
<td>4</td>
<td>FSHN 2105</td>
<td>Business Planning</td>
<td>A well-researched business plan is the road map to success in entrepreneurship. This course teaches students to document detailed plans and apply strategic planning to building a fashion enterprise.</td>
</tr>
<tr>
<td>4</td>
<td>FSHN 2109</td>
<td>Computer Aided Drafting</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Aided Drafting (CAD) software brings efficiency and ease of transport to the pattern drafting process. This course teaches students to draft, manipulate, and digitize patterns using Gerber software and hardware.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>FSHN 2115</th>
<th>Website Design and E-Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strong online presence is essential in today's fashion industry. This course will introduce students to a variety of web design platforms and customization strategies. Students will design and create written and visual content consistent with brand identity, and with customer experience in mind.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>FSHN 2205</th>
<th>Overseas Production</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The fashion industry is a global industry, and the fashion designer will often need to communicate with production partners all over the world. In this course, the student will be introduced to offshore production, and the communication techniques required for working in real-world global business environments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>FSHN 2209</th>
<th>Pattern Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pattern grading is the practice of developing a pattern size range from a base pattern size. This course teaches students to grade patterns by hand, with a grading machine, and using computer aided drafting (CAD) software and equipment, by applying concepts in sizing and proportion. Students will learn about pattern grading as part of the production process and will learn how to make factory-ready markers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>FSHN 2215</th>
<th>Fashion Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The fashion portfolio is an essential tool to showcase a designer's skills and aesthetic. In this course, students will conceptualize, realize and produce an industry-standard digital portfolio of their work throughout the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>FSHN 2321</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will pursue and complete a practicum placement in a local fashion/apparel company.</td>
</tr>
</tbody>
</table>

Total Program Credits: 62.0
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

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

Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>May not proceed to next level</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>May not proceed to next level</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</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></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></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<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>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: Fashion Cycle 1

Course Number: FSHN 1101
Number of Credits: 1.5
Effective Date: September 2016

Course Description:
Fashion Cycle 1 engages students in the full cycle of fashion production while implementing and building on skills learned in other courses. Students will experience a fast-paced production process, from design conception to sales, and will work in small groups to produce a simple soft goods product.

Course Pre-requisites (if applicable):
FSHN 1107, FSHN 1109, FSHN 1111 (may also be taken concurrently)

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):
Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply basic design and illustration skills
- Apply basic pattern drafting and yielding skills
- Create a simple sequence of construction and construct a product
- Perform simple machine sewing techniques and operate industrial machines and pressing equipment
- Document simple costing
- Prepare product for sale
- Identify and describe the stages in a fashion cycle
- Reflect on learning
- Manage time effectively in a production environment
- Work effectively as part of a production team

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### 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 (60%)</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>35</td>
<td>Individual assignments: design and production</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Final product: design and production</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Total 100%

### Learning Environment/Type

<table>
<thead>
<tr>
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<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>12.5</td>
<td></td>
</tr>
</tbody>
</table>

Total 32.5

### Resource Material(s):

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

- Designing to a brief
- Flat illustrations
- Basic pattern drafting techniques
- Basic sewing and construction techniques
- Documentation / costing
- Selecting fabric
- Calculating yield
- Components of product (branding, care label, trims, etc)
- Creating a simple sequence of construction
- Creating an assembly line
- Sales and marketing
- Planning a production cycle
- Reflection and evaluation (intro to research)

VCC Education and Education Support Policies

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

Course Number: FSHN 1103  Number of Credits: 1.5  Effective Date: September 2016

Course Description:
Fashion Cycle 2 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycle 1 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will discuss and implement methods to increase product value. Students will work in small groups to produce a simple knit garment.

School or Centre: Continuing Studies
Year of Study: 1st Year Post-secondary

Course History:
New Course

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
FSHN 1101

FSHN 1107, FSHN 1109, FSHN 1111 (may also be taken concurrently)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, reflective discussion, and practice of illustration, drafting, and sewing skills.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply basic design and illustration skills
- Explore methods for sourcing fabric in a local environment
- Apply basic pattern drafting and yielding skills
- Create a simple sequence of construction and construct a product
- Perform simple machine sewing techniques for knit fabrics, and operate industrial machines and pressing equipment
- Strategize simple costing
- Prepare product for online sales
- Identify and describe the stages in a fashion cycle
- Reflect on learning
- Manage time effectively in a production environment
- Work effectively as part of a production team

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

<table>
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<tr>
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<tbody>
<tr>
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</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
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<tr>
<td></td>
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<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
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<td>Assignments</td>
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<td>Individual assignments: design and production</td>
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<td>Project</td>
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<td>Final product: design and production</td>
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<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self Evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Total 100**

Learning Environment/Type

<table>
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<tr>
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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>12.5</td>
<td></td>
</tr>
</tbody>
</table>

**Total 32.5**

Resource Material(s):

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

- Trend and market research
- Designing to a brief
- Adding value to a design/product
- Flat illustrations & spec sheets
- Basic pattern drafting techniques
- Basic sewing and construction techniques
- Documentation / costing
- Sourcing & selecting fabric
- Calculating yield
- Components of product (branding, care label, trims, etc)
- Creating a sequence of construction
- Creating an assembly line
- Branding
- Sales and marketing
- Planning a production cycle
- Reflection and evaluation

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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>March 15, 2016</td>
<td></td>
</tr>
<tr>
<td>Course Name: Fashion Fundamentals</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Course Number: FSHN 1105</td>
<td></td>
</tr>
<tr>
<td>Number of Credits: 1.5</td>
<td></td>
</tr>
<tr>
<td>Effective Date: September 2016</td>
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</tbody>
</table>

**Course Description:**
This course introduces students to aesthetics, operations, and ethical issues in the fashion industry and prompts them to develop an awareness of local and international brands, trends, and industries.

<table>
<thead>
<tr>
<th>School or Centre: Continuing Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study: 1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History: New Course</th>
</tr>
</thead>
</table>

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

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

**PLAR (Prior Learning Assessment & Recognition):**
- [x] No  - [ ] Yes (details below):
Instructional Strategies:
Lecture, guest speakers, discussion, and research projects.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply trend awareness
- Analyze and discuss local and global fashion/apparel industries
- Apply aesthetics and proportions within the context(s) of cultural norms
- Develop an awareness of ethical issues in fashion
- Discuss sustainability in relation to the fashion industry

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Learning Environment/Type

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</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>30</td>
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</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:

- Fashion forecasting
- Fashion terminology
- Target markets
- Local and international designers, past and present
- Local and international industry trends
- Ethics in fashion/apparel
- Sustainability in fashion/apparel
- Proportion and aesthetics
- Extracting and translating inspiration

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</tr>
</thead>
<tbody>
<tr>
<td>March 15, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Illustration and Design 1

Course Number: FSHN 1107  Number of Credits: 2.0  Effective Date: September 2016

Course Description:
The fashion designer communicates ideas through presentation and technical illustration. This course introduces students to the principles of illustration and design in a fashion context. Students will engage in the design process, from research and inspiration to final presentation of design.

PLAR (Prior Learning Assessment & Recognition)

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply basic elements and principles of illustration and design
- Develop a creative vision in design
- Develop croquis figures
- Create garment designs
- Manage time effectively in the design process
- Conduct independent research

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
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<td>Project</td>
<td>30</td>
<td>Design project</td>
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<tr>
<td>Assignments</td>
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<tr>
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<td>Minor assignments totaling 20%</td>
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<td>Sketchbook assignments</td>
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<td>Professionalism</td>
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Learning Environment/Type

<table>
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<th>Instruction Type</th>
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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:

• The fashion figure: fashion figure proportions vs human figure proportions
• Model drawing
• Introduction to garment design
• The design process
• The croquis figure
• Elements and principles of design
• Introduction to technical drawing
• Introduction to presentation illustration

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FOR COMMITTEE USE ONLY

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<tbody>
<tr>
<td>March 15, 2016</td>
<td></td>
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</tbody>
</table>
**Course Name:** Pattern Drafting 1  
**Course Number:** FSHN 1109  
**Number of Credits:** 2.0  
**Effective Date:** September 2016  

**Course Description:**
Blocks/slopers are fitted foundation patterns, which are manipulated to create pattern designs. This course introduces students to the principles of precision drafting as they construct a set of blocks to a sample size (to be used in future courses) and fit a selection of blocks to their own bodies.

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**Course History:**
New Course

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

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

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

[ ] No  [ ] Yes (details below):

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, demonstration, and practice of drafting, fitting, and measuring.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Draft a block
- Fit a block
- Explain and apply knowledge of human form as it applies to pattern drafting
- Practice accurate documentation in pattern drafting
- Manage time effectively while drafting

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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

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<th>Evaluation Plan</th>
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<tr>
<td>Assignments</td>
<td>50</td>
<td>Draft blocks (5-10 assignments at 5-10% each)</td>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Draft &amp; fit personal blocks (2-3 assignments at 10-15% each, plus 5% peer assessment)</td>
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<td>Exam</td>
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</table>

**Total 45**

### 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:

• Pattern drafting techniques: measuring, drafting accurately, drawing curves, blending, squaring, documenting, trueing, calculating ease, transferring to card
• Block construction considerations: fabric, ease, demographic, function, and sizing
• Personal block construction: taking measurements, analyzing of figures, measuring and describing the human form respectfully, sewing toiles
• Fitting: fitting on the body, making adjustments to pattern

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<table>
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<th>Course Pre-requisites (if applicable):</th>
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<table>
<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
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<th>PLAR (Prior Learning Assessment &amp; Recognition):</th>
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<td>![ ] No ![ ] Yes (details below):</td>
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PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, demonstration, problem solving, and practice sewing techniques.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Operate industrial sewing and pressing equipment
- Execute various sample sewing techniques by machine and hand
- Mark, cut, and assemble a simple garment
- Practice accurate sewing and pressing skills
- Manage time effectively while sewing

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Components and Weighting of the Assessment/Evaluation Plan:

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<td>Professionalism</td>
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Total 100

Learning Environment/Type

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</tr>
</tbody>
</table>

Total 45

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:

- Operation of industrial sewing and pressing equipment
- Sewing techniques
- Introduction to marker making and cutting techniques
- Introduction to garment construction
- Following a sequence of construction

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| Approved by Curriculum Committee: | March 15, 2016 | Approved by Education Council: |   |
### Course Outline

**Course Name:** Draping

**Course Number:** FSHN 1113
**Number of Credits:** 2
**Effective Date:** September 2016

#### Course Description:
Draping is the practice of creating patterns in three dimensions directly on the dress form. In this course, students translate between two and three dimensions, drape blocks/slopers and garments, and create paper patterns from their work. Students experience inherent fabric properties through practice and learn to drape on straight and bias grainlines.

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</thead>
<tbody>
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<td>Continuing Studies</td>
<td>1st Year Post-secondary</td>
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</table>

#### Course History:
New Course

#### Course Pre-requisites (if applicable):
FSHN 1107, FSHN 1109, FSHN 1111 (may also be taken concurrently)

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

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

Students with previous schooling in draping will be assessed by appropriate course instructor or the Fashion Arts Program Coordinator for Education.
Instructional Strategies:
Lecture, demonstration, model-making, and practice of draping and drafting techniques.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Drape blocks/slopers and garment designs
- Apply basic drafting techniques
- Identify and describe basic fabric characteristics as they relate to draping
- Drape a garment from a flat illustration

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<tbody>
<tr>
<td>Letter Grades</td>
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<td>C (60%)</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<td>Interpretation design project</td>
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<tr>
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<tr>
<td>Assignments</td>
<td>20</td>
<td>Draped variations</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Draped garments</td>
</tr>
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<td>Professionalism</td>
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Total 100

### Learning Environment/Type

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</tr>
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<td></td>
</tr>
</tbody>
</table>

Total 45

### 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:

• Introduction to draping
• Draping blocks/slopers on the dress form
• Draping garments and design variations on the dress form with various fabrics and grainlines
• Interpreting a flat design illustration to a draped garment
• Designing on the dress form
• Transfer of draped patterns to paper
• Pattern completion

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</table>
Course Name: Fashion Cycle 3

Course Number: FSHN 1201  
Number of Credits: 1.5  
Effective Date: September 2016

Course Description:
Fashion Cycle 3 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1 and 2 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will work with a pattern grader to develop a size range from their base pattern. Students will work in small groups to produce a draped top.

Course Pre-requisites (if applicable):
FSHN 1101, FSHN 1103, FSHN 1105, FSHN 1107, FSHN 1109, FSHN 1111, FSHN 1113

FSHN 1205, FSHN 1209, FSHN 1211, FSHN 1215 (may also be taken concurrently)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☑ Yes (details below):
Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply basic design and illustration skills
- Explore methods for sourcing fabric in a local environment
- Apply basic pattern drafting and yielding skills
- Create a simple sequence of construction and construct a product
- Perform machine sewing techniques and operate industrial machines and pressing equipment
- Strategize simple costing
- Prepare product for sale
- Identify and describe the stages in a fashion cycle
- Reflect on learning
- Manage time effectively in a production environment
- Work effectively as part of a production team

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

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<td>Assignments</td>
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<td>Individual assignments: design and production</td>
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<tr>
<td>Project</td>
<td>35</td>
<td>Final product: design and production</td>
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<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
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<td>Self evaluation</td>
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<tr>
<td>Assignments</td>
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<td>Peer evaluation</td>
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Total 100

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Total 32.5

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Trend and market research
• Designing to a brief
• Flat illustrations & spec sheets
• Pattern drafting techniques & preparing a pattern for factory production
• Pattern grading / working with a pattern grader
• Creating a layplan
• Sewing and construction techniques
• Sourcing & selecting fabric
• Calculating yield
• Components of product (branding, care label, trims, etc)
• Creating a sequence of construction
• Creating an assembly line
• Costing
• Branding
• Sales and marketing
• Planning a production cycle
• Reflection and evaluation

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</table>
**Course Name:** Fashion Cycle 4  
**Course Number:** FSHN 1203  
**Number of Credits:** 1.5  
**Effective Date:** September 2016

**Course Description:**  
Fashion Cycle 4 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1, 2, and 3 and other courses. In Fashion Cycle 4, students will experience a fast-paced production process, from design conception to sales, including consultation with a local factory. Students will work in small groups to produce a lined dress.

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**School or Centre:** Continuing Studies  
**Year of Study:** 1st Year Post-secondary

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**  
- FSHN 1101, FSHN 1103, FSHN 1105, FSHN 1107, FSHN 1109, FSHN 1111, FSHN 1113, FSHN 1201  
- FSHN 1207, FSHN 1209, FSHN 1211, FSHN 1215 (may also be taken concurrently)

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

**PLAR (Prior Learning Assessment & Recognition):** ☑ No ☐ Yes (details below):
Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply design and illustration skills
- Explore methods for sourcing fabric in a local environment
- Apply pattern drafting and yielding skills
- Create a sequence of construction and construct a product
- Perform machine sewing techniques and operate industrial machines and pressing equipment
- Strategize costing
- Prepare product for sale
- Identify and describe the stages in a fashion cycle
- Reflect on learning
- Manage time effectively in a production environment
- Work effectively as part of a production team

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

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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:

- Trend and market research
- Designing to a brief
- Flat illustrations, spec sheets, tech packs
- Pattern drafting techniques & preparing a pattern for factory production
- Sewing and construction techniques
- Costing
- Sourcing & selecting fabric
- Components of product (branding, care label, trims, etc)
- Creating a sequence of construction
- Creating an assembly line
- Branding
- Fashion photoshoots
- Sales and marketing in an online context
- Planning a production cycle
- Reflection and evaluation

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Approved by Curriculum Committee: March 15, 2016

Approved by Education Council:
Course Name: Fashion History

Course Number: FSHN 1205  
Number of Credits: 1.5  
Effective Date: September 2016

Course Description:
In this course, students discover the influence of world events, politics, technology, culture and other factors on fashion. Students explore western fashion through the ages, and consider today’s fashions through a historical lens.

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

Students with previous education in fashion history could be exempt upon evaluation by appropriate course instructor or Fashion Arts Program Coordinator of Education.
Course Learning Outcomes:

Upon completion of this course, students will be able to:
- Discuss western fashion in the context of various historical periods, considering the influence of world events and available technology
- Discuss variations in fashion in different cultural contexts
- Discuss the current state of fashion, in relation to the past
- Develop an awareness of cultural and historical influences in fashion
- Draw inspiration from fashion history
- Conduct independent research

Program Learning Outcomes:

Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Assignments</td>
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<td>Project</td>
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<tr>
<td>Project</td>
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<td>Exam</td>
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<td>Participation</td>
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<td>Professionalism</td>
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Total 100

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</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:

- Fashion through the ages, from ancient history to current time
- The influence of world events, economy, politics, culture, climate, and technology on fashion
- Introduction to fashion forecasting, from a historically informed perspective
- Research, inspiration, and interpretation

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</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
### Course Name:
Design & Illustration 2

### Course Number:
FSHN 1207  
**Number of Credits:** 2  
**Effective Date:** September 2016

### Course Description:
The fashion designer presents individual designs that stand both on their own merits and as part of a cohesive group or collection of garments. In this course, students build design and illustration skills, while engaging in the design process, from research and inspiration to final presentation of design.

### School or Centre:
Continuing Studies

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
FSHN 1107

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

### PLAR (Prior Learning Assessment & Recognition):
- [x] No  
- [ ] Yes (details below):
Instructional Strategies:
Lecture, demonstration, practice, research projects, and discussion.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply elements and principles of illustration and design
- Develop a creative vision and individual style in design and illustration
- Produce croquis figures for single and multiple figure formats
- Create garment designs as individual designs, and as part of a design group
- Manage time effectively in the design process
- Conduct independent research

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<tr>
<td>Project</td>
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<td>Assignments</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Assignments</td>
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<td>Lab Work</td>
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<td>Participation</td>
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**Total** 100

### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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</table>

**Total** 42.5

### Resource Material(s):

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

- Line design and organization
- Presentation illustration
- Rendering techniques
- Pastiche style exploration
- Trend research, analysis, and application

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<tbody>
<tr>
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</tbody>
</table>

VCC-CD-20150901
Course Name: Pattern Drafting 2

Course Number: FSHN 1209  
Number of Credits: 2.0  
Effective Date: September 2016

Course Description:
A patternmaker uses a variety of manipulation techniques to transform their blocks/slopers into unique pattern designs. In this course, students will practice pattern manipulations and will create finished patterns from instructions and technical illustrations.

School or Centre: Continuing Studies

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
FSHN 1109

Course Co-requisites (if applicable):

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

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
### Instructional Strategies:
Lecture, demonstration, model making, and practice of drafting and sewing techniques.

### Course Learning Outcomes:
- Upon completion of this course, students will be able to:
  - Apply the methods and principles of pattern manipulation
  - Apply drafting techniques to create a pattern
  - Cut and sew a muslin
  - Practice accurate documentation in pattern drafting
  - Manage time effectively while drafting

### Program Learning Outcomes:
- Upon completion of the program, students will be able to:
  - Draft patterns with an eye to fit and function
  - Plan and execute garment construction
  - Develop a creative vision in design
  - Engage in real-world business environments
  - Practice the art of communication
  - Demonstrate professional excellence
Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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<tbody>
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Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<td>Assignments</td>
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<td>Drafting techniques samples - simple</td>
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<tr>
<td>Assignments</td>
<td>30</td>
<td>Drafting techniques samples - complex</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Pattern project</td>
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<tr>
<td>Assignments</td>
<td>15</td>
<td>Presentation of technique</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
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Learning Environment/Type

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<tbody>
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<td>A - Continuing Studies Lecture/Practical</td>
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<td>B - Lab (Computer, Chemistry...)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total 45</strong></td>
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</tbody>
</table>

Resource Material(s):

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

- Pattern manipulation techniques
- Pattern development
- Developing a muslin/toile
- Pattern alterations

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</thead>
<tbody>
<tr>
<td>March 15, 2016</td>
<td></td>
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</tbody>
</table>
Course Name: Sewing Techniques 2

Course Number: FSHN 1211  
Number of Credits: 2.0  
Effective Date: September 2016

Course Description:
In this course, students will develop their sewing and garment construction skills by applying new and previously learned techniques to garment construction. Students will mark, cut, and assemble a selection of garments using a wide range of construction techniques.

Course Name: Sewing Techniques 2  
Course Number: FSHN 1211  
Number of Credits: 2.0  
Effective Date: September 2016

Course Description:
In this course, students will develop their sewing and garment construction skills by applying new and previously learned techniques to garment construction. Students will mark, cut, and assemble a selection of garments using a wide range of construction techniques.

School or Centre: Continuing Studies  
Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
FSHN 1111

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☒ Yes (details below):
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, demonstration, problem solving, model making, practice of sewing and construction techniques.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Operate industrial sewing and pressing equipment
- Execute various sewing techniques by machine
- Mark, cut, and assemble garments
- Sew and press accurately
- Manage time effectively while sewing

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
## 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 (60%)</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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
<td>Project</td>
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<td>Skirt project</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Shorts/pants project</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Shirt project</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Bodice project</td>
</tr>
<tr>
<td>Participation</td>
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<td>Professionalism</td>
</tr>
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</table>

Total 100%

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## Learning Environment/Type

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<th>Instruction Type</th>
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<tbody>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>25</td>
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</table>

Total 45

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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.
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Operation, basic maintenance, and troubleshooting of industrial sewing and pressing equipment</td>
</tr>
<tr>
<td>• Application of sewing techniques</td>
</tr>
<tr>
<td>• Marker making and cutting techniques</td>
</tr>
<tr>
<td>• Garment construction and following a sequence of construction</td>
</tr>
<tr>
<td>• Professional garment presentation</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>March 15, 2016</td>
<td></td>
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| Approved by Education Council:   |
|----------------------------------|---|
|                                  |   |
# Technical Fashion Illustration 1

**Course Name:** Technical Fashion Illustration 1  
**Course Number:** FSHN 1215  
**Number of Credits:** 1.5  
**Effective Date:** September 2016

## Course Description:
In the fashion industry, designs are communicated using technical illustrations (flats), and accompanying specification (spec) sheets and technical packages (tech packs). In this course, students will create flats by hand and in Illustrator, and will produce spec sheets and tech packs to industry standards.

## School or Centre:
Continuing Studies

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

## Course History:
New Course

## Course Pre-requisites (if applicable):
FSHN 1107

## Course Co-requisites (if applicable):

---

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

- No
- Yes (details below):

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
**Instructional Strategies:**
Lecture, demonstration, problem solving, model making, and practice of illustration skills.

---

**Course Learning Outcomes:**

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

- Produce technical illustrations by hand and using Illustrator
- Compare and contrast design illustrations, flats, and floats
- Create brush, pattern, and detail libraries in Illustrator
- Create spec sheets and tech packs
- Apply an orientation to detail in illustration

---

**Program Learning Outcomes:**

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

- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### 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>
<tr>
<td>Letter Grades</td>
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<td>C (60%)</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Final project</td>
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<tr>
<td>Assignments</td>
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<td>Research and preparation assignment</td>
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<tr>
<td>Assignments</td>
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<td>Presentation assignment</td>
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<tr>
<td>Project</td>
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<td>Micro-collection project</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Learning Environment/Type

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<tr>
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<tbody>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>12.5</td>
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</table>

| **Total** | **32.5** |

### Resource Material(s):

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

- Introduction to technical illustration
- Introduction to Adobe Illustrator and vector images
- Design and illustration in detail
- The differences between rendering fashion illustrations, flats, and floats
- Design details, finishing details, and illustrative details
- Creating pattern, brush, and design element libraries
- Spec sheets and tech packs

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<tbody>
<tr>
<td>March 15, 2016</td>
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</tbody>
</table>
Course Name: Fashion Cycle 5
Course Number: FSHN 1301
Number of Credits: 3.0
Effective Date: September 2016

Course Description:
Fashion Cycle 5 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycles 1-4 and other courses. This course immerses students in a fast-paced production process, from design conception to sales, and students will collaborate to produce a small collection of office attire for a niche body type and create branding for their garment label.

Course Pre-requisites (if applicable):
FSHN 1101, FSHN 1103, FSHN 1107, FSHN 1109, FSHN 1111, FSHN 1113, FSHN 1201, FSHN 1203, FSHN 1207, FSHN 1209, FSHN 1211, FSHN 1215

FSHN 1305, FSHN 1315 (may also be taken concurrently)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply design and illustration skills
- Explore methods for sourcing fabric in a local environment
- Apply pattern drafting and yielding skills
- Create a sequence of construction and construct a product
- Perform machine sewing techniques and operate industrial machines and pressing equipment
- Strategize costing
- Prepare product for sale
- Identify and describe the stages in a fashion cycle
- Reflect on learning
- Manage time effectively in a production environment
- Work effectively as part of a production team

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

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<tbody>
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<td>Project</td>
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<tr>
<td>Assignments</td>
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<td>Reflection on product and process</td>
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<tr>
<td>Assignments</td>
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<td>Self Evaluation</td>
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<td>Assignments</td>
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<td>Peer Evaluation</td>
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<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
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<table>
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<tr>
<th></th>
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</thead>
</table>

Learning Environment/Type

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<td>B - Lab (Computer, Chemistry...)</td>
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<table>
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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:

- Trend and market research
- Branding and brand identity
- Design to a brief
- Flat illustrations, spec sheets, tech packs
- Designing for different body types
- Pattern drafting techniques & preparing a pattern for production
- Sewing and construction techniques
- Costing
- Sourcing and selecting fabric
- Components of product (branding, care label, trims, etc)
- Creating a sequence of construction
- Creating an assembly line
- Planning a production cycle
- Reflection and evaluation

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

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, 2016</td>
<td></td>
</tr>
</tbody>
</table>
### Course Name: Fashion Marketing

**Course Number:** FSHN 1305  
**Number of Credits:** 1.5  
**Effective Date:** September 2016

**Course Description:** Marketing is the means of communication between the fashion designer and their audience. In this course, students will learn marketing strategies, and apply them to a fashion product line.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>Continuing Studies</td>
<td>1st Year Post-secondary</td>
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</table>

**Course History:** New Course

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

- FSHN 1105
- FSHN 1301 (may also be taken concurrently)

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

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

- No
- Yes (details below): PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, research projects, brainstorming, discussion, problem solving, simulation, and case studies.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Apply a variety of marketing techniques to a fashion context
- Research a target market
- Develop a marketing plan, with consideration for target market, consumer behavior, the competitive landscape, and budget
- Maintain a website/blog
- Communicate professionally

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
## Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
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<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Project</td>
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<td>Marketing strategy</td>
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<td>Project</td>
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<td>Online marketing plan</td>
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<tr>
<td>Project</td>
<td>20</td>
<td>Online content project</td>
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<tr>
<td>Assignments</td>
<td>10</td>
<td>Industry Informational interview</td>
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<tr>
<td>Assignments</td>
<td>10</td>
<td>Press release</td>
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<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
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<td><strong>Total</strong></td>
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<td></td>
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## Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>30</td>
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</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:

• Market research and consumer behavior
• Branding
• Competition analysis and niche marketing
• Budgeting
• Social media strategies and content marketing
• Experiential marketing and community engagement
• Advertising
• Special events and media relations
• Influencer marketing

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Approved by Curriculum Committee: March 15, 2016

Approved by Education Council:
Course Name: Fabric and Textile Studies

Course Number: FSHN 1313  Number of Credits: 2.0  Effective Date: September 2016

Course Description:
This course offers insight into the components, properties, and production of a variety of apparel fabrics, and will prompt students to demonstrate their understanding of these concepts in real-world fashion industry applications, including fabric selection in design, fabric testing, and sourcing. The course will also examine innovations and ethical issues in the textile industry.

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

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, demonstration, research projects, conducting experiments, problem solving, and field trips.

<table>
<thead>
<tr>
<th>Course Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, students will be able to:</td>
</tr>
<tr>
<td>- Describe textile production from fibre to finished fabric</td>
</tr>
<tr>
<td>- Discuss the properties of various fibres and fabrics</td>
</tr>
<tr>
<td>- Apply fabrics appropriately in the design process</td>
</tr>
<tr>
<td>- Think critically about ethical and environmental issues in the fashion industry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the program, students will be able to:</td>
</tr>
<tr>
<td>- Draft patterns with an eye to fit and function</td>
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<tr>
<td>- Plan and execute garment construction</td>
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<tr>
<td>- Develop a creative vision in design</td>
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<tr>
<td>- Engage in real-world business environments</td>
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<tr>
<td>- Practice the art of communication</td>
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<tr>
<td>- Demonstrate professional excellence</td>
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**Evaluation/Grading System**

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<th>Grading System</th>
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<tr>
<td>Letter Grades</td>
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<th>Percentage</th>
<th>Evaluation Plan</th>
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<tr>
<td>Project</td>
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<td>Swatch project</td>
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<tr>
<td>Midterm Exam</td>
<td>15</td>
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<tr>
<td>Final Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
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<td></td>
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<tr>
<td>Lab Work</td>
<td>25</td>
<td>In-class labs</td>
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<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
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Total 100

**Learning Environment/Type**

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>12.5</td>
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</table>

Total 42.5

**Resource Material(s):**

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

- Fabric care
- Textile regulations
- Ethics & the environment in the textile industry
- New technology in textiles
- Sourcing fabrics
- Matching the fabric to the design, and vice versa
- Fabric production
- Fibre properties
- Fabric testing

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</table>
**Course Name:** Technical Fashion Illustration 2  

**Course Number:** FSHN 1315  
**Number of Credits:** 3.0  
**Effective Date:** September 2016

**Course Description:**  
This course builds on skills learned in Technical Fashion Drawing 1 and introduces artistic applications of Illustrator and Photoshop. Students will develop an extensive library of brushes, patterns, and design details for future use and will experiment with layout, typography, and other graphic design elements to convey individual aesthetic.

**Course Pre-requisites (if applicable):**  
FSHN 1107, FSHN 1215

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

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

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
### Instructional Strategies:
Lecture, demonstration, problem solving, model making, practice of illustration skills.

### Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Produce detailed technical illustrations using Illustrator
- Create an extensive library of details, textures, and design elements
- Create print design and surface texture using Illustrator and Photoshop
- Create detailed spec sheets and tech packs
- Apply basic graphic design principles in various contexts
- Apply a general working knowledge of Photoshop

### Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
**Evaluation/Grading System**

<table>
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<tr>
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<tr>
<td>Letter Grades</td>
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<td>C (60%)</td>
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<th>Type</th>
<th>Percentage</th>
<th><strong>Evaluation Plan</strong> (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
<td>Project</td>
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<td>Photoshop project</td>
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<tr>
<td>Project</td>
<td>20</td>
<td>Illustrator project</td>
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<tr>
<td>Assignments</td>
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<td>Spec assignment</td>
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<td>Assignments</td>
<td>20</td>
<td>Tech pack assignment</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
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<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
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</table>

Total 100

**Learning Environment/Type**

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<tr>
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<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Total 65

**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.
- Development of a thorough design library as a resource for future projects
- Print development and surface design/texture
- Experimentation with typography, layout, and other graphic design elements
- Creating technical illustrations for more complex garments and details
- Introduction to Adobe Photoshop
- Using Photoshop as an artful tool and as a component of personal aesthetic

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</tr>
</thead>
</table>
Course Name: Textile Surface Design

Course Number: FSHN 1319  
Number of Credits: 2.0  
Effective Date: September 2016

Course Description:
This course deals with the manipulation of fabrics and the use of print and dye techniques to create a variety of surface designs and textures. Students will be taught to document methods and results to assist with problem solving, and to facilitate the replication of technique.

Course Pre-requisites (if applicable):
FSHN 1313 (may also be taken concurrently)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No  ☒ Yes (details below):

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, demonstration, practice of surface design techniques, conducting experiments, problem solving, and model making.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Create a variety of surface designs on fabric
- Practice accurate documentation of the surface design process
- Manage time effectively when creating surface designs

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<td>C (60%)</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Midterm project: yardage</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Final project: garment</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Set 2 sample book: colourants</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Set 1 sample book: techniques</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
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Total 100

### Learning Environment/Type

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<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>25</td>
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Total 45

### Resource Material(s):

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| Approved by Curriculum Committee: | March 15, 2016 | Approved by Education Council: |  |
Course Name: Fashion Cycle: Project Preview

Course Number: FSHN 2101  Number of Credits: 2.0  Effective Date: September 2016

Course Description:
This course provides students with guidance and consultation as they conceptualize their final projects, which may include a runway collection or a product line: the focus will be on planning the time, material, and human resources required. This course will help students anticipate and mitigate setbacks by teaching them to cultivate alternate plans while still maintaining integrity of vision. Students will present their final plan to a panel of instructors for feedback.

School or Centre: Continuing Studies  Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
All 1000-level FSHN courses
FSHN 2105 (may also be taken concurrently)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No ☐ Yes (details below):
Instructional Strategies:
Lecture, research projects, problem solving, simulations, brainstorming, conducting experiments, and model making.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Conceptualize a creative project
- Create a timeline and resource plan for a creative project
- Mitigate setbacks with preconceived back-up plans
- Organize and present a completed plan for a creative project
- Research and source creative skills and techniques

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<th>Evaluation Plan</th>
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</thead>
<tbody>
<tr>
<td>Project</td>
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<td>Conceptualization project</td>
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<tr>
<td>Assignments</td>
<td>10</td>
<td>Timeline &amp; resource plan draft</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Timeline &amp; resource plan final</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Self-evaluation</td>
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<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
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<td>Participation</td>
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### Total 100

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<td></td>
</tr>
</tbody>
</table>

### Total 45

### 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:

- Conceptualization of final project
- Resource research and management
- Creating a timeline and work schedule
- Making adjustments to plan while maintaining integrity of vision
- Anticipating and planning for potential setbacks
- Organization and presentation of plan

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<tr>
<td>March 15, 2016</td>
<td></td>
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</tbody>
</table>
**Course Name:** Fashion Cycle: Project Final

**Course Number:** FSHN 2103  
**Number of Credits:** 9.0  
**Effective Date:** September 2016

**Course Description:**
In this course, students will execute their final projects, which may include a runway collection or a product line. With guidance and consultation, students will engage in the full cycle of fashion production within the context of their own creative and entrepreneurial visions. Students will present their final projects at a showcase event.

**School or Centre:** Continuing Studies  
**Year of Study:** 2nd Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
All 1000-level FSHN courses, FSHN 2101

FSHN 2105 (may also be taken concurrently)

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Instructional Strategies:
Lecture, research projects, problem solving, conducting experiments, model making, decision making, and practice.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Design, draft, sew, and otherwise create a collection of garments
- Follow and adjust a timeline and work schedule
- Manage resources in a fashion production setting
- Make adjustments to a plan while maintaining integrity of vision
- Solve production problems creatively
- Make decisions in a production setting
- Present a creative project professionally and appropriately for target audience

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

<table>
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</thead>
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<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Lab Work</td>
<td>25</td>
<td>Execution of process (meeting deadlines, problem solving, taking and accepting feedback)</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Final product</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Peer/industry evaluation of product and presentation</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
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<td>5</td>
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<td>B - Lab (Computer, Chemistry...)</td>
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<tbody>
<tr>
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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:

- Execution of final project
- Creative problem solving strategies
- Resource and personal management
- Following a timeline and work schedule
- Making adjustments to plan while maintaining integrity of vision
- Anticipating and planning for potential setbacks
- Organization and presentation of final product
- Making decisions

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: March 15, 2016

Approved by Education Council:
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Business Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>FSHN 2105</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2016</td>
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</tbody>
</table>

**Course Description:**
A well-researched business plan is the road map to success in entrepreneurship. This course teaches students to document detailed plans and apply strategic planning to building a fashion enterprise.

<table>
<thead>
<tr>
<th><strong>Course Pre-requisites (if applicable):</strong></th>
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</thead>
<tbody>
<tr>
<td>FSHN 1305</td>
</tr>
<tr>
<td>FSHN 2101 (may also be taken concurrently)</td>
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| **Course Co-requisites (if applicable):** |

<table>
<thead>
<tr>
<th><strong>PLAR (Prior Learning Assessment &amp; Recognition):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Lecture, research projects, brainstorming, discussion, problem solving, simulation, model making, and case studies.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Write a business plan
- Consider sustainability in business planning
- Consider strengths, weaknesses, opportunities and threats in business planning
- Identify and describe local and global industries as they apply to the business plan
- Develop trend awareness and apply future thinking
- Conduct independent research
- Strategize costing and budgeting
- Practice accurate and professional documentation

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

<table>
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<tr>
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<th>Specify if 'Other':</th>
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<tbody>
<tr>
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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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<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Concept, SWOT, and competition assignment</td>
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<tr>
<td>Assignments</td>
<td>25</td>
<td>Sustainability and production assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Marketing and budgeting assignment</td>
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<td>Professionalism</td>
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Total: 100

### Learning Environment/Type

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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>12.5</td>
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</tbody>
</table>

Total: 32.5

### Resource Material(s):

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

- Business conceptualization
- Introduction to business planning, and the parts of a business plan
- Marketing and branding
- Assessing strengths, weaknesses, opportunities, and threats
- Analysis of competition, production, trends, and industry
- Budgeting and investors
- Sustainability (people, planet, profit)

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<tbody>
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<td>March 15, 2016</td>
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</tbody>
</table>
Course Name: Computer Aided Drafting

Course Number: FSHN 2109  |  Number of Credits: 2.0  |  Effective Date: September 2016

Course Description: Computer Aided Drafting (CAD) software brings efficiency and ease of transport to the pattern drafting process. This course teaches students to draft, manipulate, and digitize patterns using Gerber software and hardware.

Course Pre-requisites (if applicable):
FSHN 1109, FSHN 1111, FSHN 1209, FSHN 1211

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

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
### Instructional Strategies:
Lecture, demonstration, model making, problem solving, simulations, and practice of various drafting techniques.

### Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Navigate Gerber pattern making software platform
- Digitize manual patterns
- Draft and manipulate simple patterns using Gerber software
- Apply critical thinking to solve CAD design problems

### Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>In class assignments</td>
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<tr>
<td>Assignments</td>
<td>35</td>
<td>Major assignments</td>
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<tr>
<td>Final Exam</td>
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<td>Quizzes/Tests</td>
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<td>Quizzes</td>
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<td>Participation</td>
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<td>Professionalism</td>
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</table>

| **Total** | 45 |

### 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:

- Intro to Gerber software and hardware
- Digitizing patterns
- Introduction to Pattern Drafting System (PDS)
- Drafting and manipulating patterns in PDS
- Introduction to plotting

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</table>
Course Name: Website Design and E-Commerce

Course Number: FSHN 2115  Number of Credits: 1.5  Effective Date: September 2016

Course Description:
Strong online presence is essential in today's fashion industry. This course will introduce students to a variety of web design platforms and customization strategies. Students will design and create written and visual content consistent with brand identity, and with customer experience in mind.

Course Pre-requisites (if applicable):
FSHN 1107, FSHN 1207, FSHN 1215, FSHN 1305, FSHN 1315

Course Co-requisites (if applicable):

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

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, demonstration, problem solving, model making, and practice.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Maintain an online portfolio, website, blog, and store
- Create professional written and visual content for a website and blog
- Convey mood and detail visually in an online environment
- Create and optimize web graphics using computer software

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
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- Engage in real-world business environments
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</table>

### Resource Material(s):

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

- Introduction to Content Management Systems (CMS)
- Options for web hosting, servers, domains, etc
- Designing for customer experience
- E-Commerce platforms and user interfaces
- Product photo session
- Shipping, customs, and packaging

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<tr>
<td>Course Name:</td>
<td>Overseas Production</td>
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<td>Course Number:</td>
<td>FSHN 2205</td>
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<td>Number of Credits:</td>
<td>1.5</td>
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<tr>
<td>Effective Date:</td>
<td>September 2016</td>
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**Course Description:**
The fashion industry is a global industry, and the fashion designer will often need to communicate with production partners all over the world. In this course, the student will be introduced to offshore production, and the communication techniques required for working in real-world global business environments.

**Course Pre-requisites (if applicable):**
FSHN 1101, FSHN 1103, FSHN 1201, FSHN 1203, FSHN 1301, FSHN 1215, FSHN 1315

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

**PLAR (Prior Learning Assessment & Recognition):**
- Yes (details below)

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Instructional Strategies:
Lecture, research projects, problem solving, simulation, model making, and case studies.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Create detailed specification (spec) sheets and technical packages (tech packs) for offshore production
- Apply resourcefulness in material and labor sourcing
- Plan an off-shore production cycle
- Discuss relevant laws, regulations, and restrictions in importing and exporting
- Discuss ethical issues inherent in offshore production
- Consider language and cultural barriers in communication

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<td>Assignments</td>
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<td>Participation</td>
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Total 100

### Learning Environment/Type

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Total 32.5

### Resource Material(s):

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<tr>
<td>March 15, 2016</td>
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</table>
Course Name: Pattern Grading and Marker Making

Course Number: FSHN 2209  Number of Credits: 2.0  Effective Date: September 2016

Course Description:
Pattern grading is the practice of developing a pattern size range from a base pattern size. This course teaches students to grade patterns by hand, with a grading machine, and using computer aided drafting (CAD) software and equipment, by applying concepts in sizing and proportion. Students will learn about pattern grading as part of the production process and will learn how to make factory-ready markers.

PLAR (Prior Learning Assessment & Recognition)

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Pre-requisites (if applicable):
FSHN 1109, FSHN 1111, FSHN 1201, FSHN 1209, FSHN 1211, FSHN 2109
Instructional Strategies:
Lecture, demonstration, practice of various grading techniques, model making, problem solving and simulations.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Grade simple garments using a variety of techniques
- Analyze and discuss a measurement chart in relation to pattern grading
- Communicate with a pattern grader in the fashion industry
- Create markers for efficient use of material

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
Evaluation/Grading System

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<td></td>
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<tr>
<td>Assignments</td>
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<td>Individual assignments- CAD grading &amp; marker making</td>
</tr>
<tr>
<td>Midterm Exam</td>
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<td>Midterm: grading concepts &amp; applications</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td>Final Exam: computer grading &amp; marker making</td>
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<td>Quizzes/Tests</td>
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<td>Quiz</td>
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</tbody>
</table>

|                          | Total 45                  |

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:

- Math, concepts, and constructs required to understand pattern grading
- Measurement charts and sizing, including grade distribution and grade breaks, and considerations for different body types
- Grading a variety of blocks and patterns
- Creating markers
- Grading manually, using a grading machine, and using Gerber computer aided drafting software

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<td>March 15, 2016</td>
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</table>
**Course Name:** Fashion Portfolio  

**Course Number:** FSHN 2215  
**Number of Credits:** 2.0  
**Effective Date:** September 2016

**Course Description:**
The fashion portfolio is an essential tool to showcase a designer's skills and aesthetic. In this course, students will conceptualize, realize and produce an industry-standard digital portfolio of their work throughout the program.

<table>
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<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
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<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
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<td>New Course</td>
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<th>Course Pre-requisites (if applicable):</th>
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<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
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</table>

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

- ☐ No  ☐ Yes (details below):
**Instructional Strategies:**
Lecture, case studies, research projects, problem solving, and model making.

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**Course Learning Outcomes:**
Upon completion of this course, students will be able to:
- Communicate designs, ideas, and mood as part of a cohesive collection
- Critically edit, select, and curate creative work
- Use design software to create a digital portfolio
- Research and source creative skills and techniques
- Consider various portfolio formats and delivery

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**Program Learning Outcomes:**
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
**Evaluation/Grading System**

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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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tr>
<td>Portfolio</td>
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<td>Final Portfolio</td>
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<tr>
<td>Assignments</td>
<td>25</td>
<td>Portfolio research &amp; development</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Portfolio curation &amp; personal voice</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Portfolio execution &amp; resource management</td>
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<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
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<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Learning Environment/Type**

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tr>
<td>A - Continuing Studies Lecture/Practical</td>
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<td>B - Lab (Computer, Chemistry...)</td>
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</tbody>
</table>

**Total** 45

**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:

- Portfolio curation
- Branding
- Cross-platform compatibility
- Communicating your aesthetic and message through different mediums
- Developing your voice
- Skills resourcing and development
- Portfolio elements, format & supplementary materials
- Using Photoshop, Illustrator, and InDesign for portfolio design

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**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/](http://www.vcc.ca/about/governance--policies/policies/)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

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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>March 15, 2016</td>
<td></td>
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</tbody>
</table>
Course Name: Practicum

Course Number: FSHN 2321  Number of Credits: 4.5  Effective Date: September 2016

Course Description:
A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will pursue and complete a practicum placement in a local fashion/apparel company.

School or Centre: Continuing Studies

Year of Study: 2nd Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
All 1000-level FSHN courses

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
Instructional Strategies:
Lecture, role-playing, work experience, research projects, and practice.

Course Learning Outcomes:
Upon completion of this course, students will be able to:
- Communicate skills, knowledge, and interest with a resume and cover letter and in an interview
- Research a career path
- Develop a professional network
- Observe workplace culture, norms, and expectations
- Request and reflect on feedback

Program Learning Outcomes:
Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence
### Evaluation/Grading System

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<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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<td>Satisfactory/Unsatisfactory</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<td>Industry interview</td>
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<td>Practicum</td>
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<td>Practicum supervisor evaluation (rubric)</td>
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<td>Assignments</td>
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<td>Resume &amp; cover letter</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td>Career path study</td>
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<tr>
<td>Assignments</td>
<td></td>
<td>Practicum report</td>
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<tr>
<td></td>
<td></td>
<td>*Students must successfully complete all components to achieve &quot;S&quot;</td>
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**Total 130**

### Learning Environment/Type

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<td>P - Practicum</td>
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</table>

**Total 130**

### 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.
• Local industry and networking
• Industry informational interviews
• Interview skills
• Workplace culture and etiquette
• Resumes, cover letters, and other job search communications
• Career paths

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: March 15, 2016

Approved by Education Council:
Name of Proposed Program: Fashion Design & Production Diploma

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

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

A. Concept

Department Leaders: Andrea Korens & Sarah Murray

Faculty: Lisa Gellert, Concetta Sciarretta, Matthew Burditt, Allison Drake, Patrice Godin

Dean: Michael Yue / Gordon McIvor

Proposal Date: September 29th, 2015 / March 2nd, 2016

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

N/A

Introduction

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

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

Purpose and Context

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

The new Fashion Design & Production Diploma Program will provide graduates with big-picture understanding of the fashion industry and the core skills required to enter the job market in entry level positions. Areas of study include Illustration, Design, and Product Development; Pattern Drafting and Sewn Garment Construction; Fashion Business and Production/Operations; and Sales and Marketing. Students will learn essential computer programs throughout including Illustrator, Photoshop, and

Appendix A – Competitive Analysis
Gerber CAD software. Meanwhile, various essential ‘soft’ skills will be reinforced, including communication, leadership, strong work ethic, attention to detail, cooperation and collaboration, resourcefulness and independence, and creative problem solving.

The Fashion Design & Production Diploma will feature unique fast-paced “Fashion Cycle” courses, where students will create products and garments from conceptualization through to sales. The Fashion Cycles will progress at increasing levels of complexity, while students build relevant skills in other courses. This concept will allow for essential contextualization of industry skills, interpersonal skills development, and real-world problem solving. The simulation model will give students low-stakes learning opportunities to engage as part of a team in the fashion industry, while providing the motivation and empowerment that comes with a completed product.

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

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

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

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

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

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

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

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

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

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

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

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

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

We would like to strengthen these collaborations, and work them specifically into course design. Our student profile includes a strong entrepreneurial representation, and it is essential for all Fashion Arts graduates to be business-minded. We have established a discount opportunity for our graduates to take the Continuing Studies small business course cluster, and are continually investigating new ways to integrate with other program areas.

One of the FADFRR recommendations was to develop a relationship with the Digital Graphic Design program area. We have made some initial progress in this area (their students create Info Session posters for us), and will continue to consider ways to allow students to collaborate. We are currently in conversation with DGD about ways to creatively share resources.

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

Appendix A – Competitive Analysis
Program Need

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

This program will be the one of two public post-secondary institution offering a 2-year program in Vancouver, the other being Kwantlen Polytechnic University. Our admission requirements will be more accessible than KPU’s as the English requirement will be slightly lower (English 12 with a C as opposed to a B at KPU) while still allowing transfer to KPU for VCC students. Furthermore, our program will show superior relevancy, as it will not require their liberal arts elective requirements. VCC’s Fashion Production & Design Diploma will provide more opportunity to exercise creative freedom.

Our unique “Fashion Cycle” courses will make VCC’s Fashion Design & Production Diploma a leader amongst its competition, while still maintaining the creative freedom in final projects that VCC’s Fashion programming is known for.

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

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

VCC’s Fashion programming has been going strong for 30 years, and we are not changing our target audience. Since retiring the part-time Certificate program last year, we’ve heard a strong demand for part-time options. We look forward to being able to offer our new diploma program part-time, rather than running two competing programs. We currently have a wait list of 22 students wanting more information about our renewed program – a marked increase compared to the last several years. Recent initiatives in community and industry engagement, reputation management, and improvements to facilities (9th floor classroom space) have revitalized demand.

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

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

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


Appendix A – Competitive Analysis
Further, the British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland.

The BC Jobs Plan 4-Year Progress Update (December 2015) has identified the apparel sector as a significant area for growth over the next decade.²

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

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

   September 2016.

Competitive Analysis

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

   Fashion Design programs are offered at four private institutions in the Lower Mainland, and two public institutions, including VCC. In general, private offerings include shorter programs, with a higher tuition cost, and lack in industry-specific training (all lack a practicum option, and most do not use industrial-quality equipment). Kwantlen Polytechnic University offers a 4-year degree program, which is highly geared toward industry, but leaves behind some of the creative freedom VCC’s Fashion programming is known for. In general, class sizes are approximately a maximum of 20 students.

   VCC will be the only program with a part time option.

   See attached Appendix A - Competitive Analysis document.

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

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

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

   The program will have both full-time and part-time cohort options.

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

The Fashion Design & Production Diploma may be completed in as little as 2 years full-time, or in 3 years, with a combination of part-time and full-time study. The maximum allowable completion time is 4 years.

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

We would expect to enroll approximately 15 full-time and additional 15 part-time students per year.

Admission and Delivery

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

Admission is a competitive selection based on the following criteria:

- Grade 12 graduation, or equivalent
- English 12 (C grade), or equivalent
- Letter of Intent (500 words or less)
- Resume
- Two Letters of Reference
- Artistic portfolio:
  - Two pieces of original artwork with accompanying description
  - Sketch book
- Two sewn items
- Interview with selection committee
- Proficiency in Microsoft Word and Excel (testing to be performed onsite)
- VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to the September start.

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

The program will include full-time, and part-time evening options.

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

The Fashion Design & Production Diploma Program will allow for an early exit point, for a Certificate option, after completion of all 1000-level courses plus Practicum.

Student Profile

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

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

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

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

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

By formalizing an articulation agreement with KPU, we hope to see students who want to transfer into their Degree program but who don’t meet the intensive application requirements. Based on feedback from International Education, this may also improve our competitive edge for international students. We also plan to create transfer credit guidelines for certain high school programs that have intensive fashion arts options.

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

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

Spring/Summer non-credit offerings will be available for students with sub-standard sewing skills, but who have otherwise met the application requirements. Such students will be offered acceptance, under condition that they successfully complete said courses. Similarly, students who do not meet the English Proficiency or computer literacy requirements will be directed to appropriate course offerings at VCC.

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

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

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

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

Quality

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

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

Part-time programming will create the flexibility that so many potential students need.

We are exploring options to allow seasoned industry professionals to enroll in some of the 2nd year courses, both to compensate for attrition and to foster good industry relations. We are currently piloting one such option with a course cluster, which teach in-demand CAD and illustration software.
21. Describe how the proposed program incorporates work experience, practicum, clinical practice, etc. (if applicable):

An industry practicum will be a required component both for the Diploma, and for the early-exit Certificate.

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

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

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

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

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

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

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

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

While not all Fashion Arts teachers have had extensive instructional training, we continually support the improvement of instructional quality. We will encourage our instructors to take advantage of the upcoming series of instructional workshops presented by the Centre for Instructional Development (CID). When hiring new instructors, we will look for demonstrated industry expertise in combination with instructional training and experience, where possible.

Appendix A – Competitive Analysis
Consultation Overview

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

I. Tene Barber, former Dean of Continuing Studies: May 2014 – March 2015

Tene’s guidance resulted in conception of general structure of program, strategic planning (transfer credit agreements, strategic PAC formation, reputation management, creative resource management), and support in implementing many of the FADFRR recommendations.


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

III. Irene Young, then Vice President of Administration and CFO, Jerry Guspie, Director of Facilities, and Steve Horn, Facilities Manager: June 2015 – ongoing

Several meetings and conversations took place, going over Fashion Arts space challenges and opportunities; production lab move proposal did not go forward, but new designated classroom space and design lab on the 9th floor, and production lab maintenance have addressed most of the space concerns.

IV. Elle Ting, Instructional Associate, Centre for Instructional Development: October 14th, 2015, and ongoing

Consultation on program and curriculum design process and timeline; and provided feedback on this document, competition analysis document, industry survey, course outlines, and the PCG. Elle also facilitated several of our program visioning and design sessions.

V. Sherry Pidperyhora, Financial Aid Supervisor: October 13th, 2015, January 29th, 2016, and ongoing

Contacted Sherry requesting a meeting to confirm program requirements from a Financial Aid perspective. Sherry has confirmed that the new proposal meets student loan eligibility. There may be minor tweaks to schedule (mainly, September start date) based on feedback; further discussion is forthcoming.

VI. Craig McGuigan, Director Student Services: October 21st, 2015

Agreement that Fashion Arts program area had not placed undue demands on Student Services, and required service level is unlikely to change.
Appendix A – Competitive Analysis


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

January 25th, 2016: Received approval for course numbers and subject code

February 24th, 2016: Received approval of course outlines

March 3rd, 2016: Received approval of PCG

VIII. Rachel Warick, Assessment Supervisor: October 26th, 2015

Rachel pointed out some discrepancies in historical entrance requirements in English scores. We agreed that additional consultation would occur in the future, to ensure consistency.

IX. Linda Duarte, Department Head of Counselling and Disability Services: October 27th, 2015

Reached out informing of planned renewal; Linda suggested being in touch with Craig McGuigan if we required support from counselling or disability services a great deal.

X. Surinder Aulakh, Director of Safety and Security: October 25th, 2015

Reached out informing of planned renewal; informed that there will be little or no immediate change to chemicals used or machinery requiring training, but requested feedback to ensure that all existing items had followed protocol.

XI. Yang Wang, Health and Safety Coordinator: October 26th, 2015

Yang offered to assist with any required staff safety training.

XII. Kory Wilson, Director of Aboriginal Services: October 25th, 2015

Reached out informing of planned renewal; requested feedback on how to better serve our indigenous learners.

XIII. Todd Rowlatt, Department Head of Library Public Services: October 26th, 2015

Todd reminded us to be in touch if any new subject areas are added to curriculum, so that Elena Kuzmina (our library liason) can arrange for library support.

XIV. Claire Sauve, Senior Program Coordinator: April 2015 - ongoing

Having recently brought the MDRT program through renewal, Claire has provided guidance throughout on process, timelines, budget and strategy, as well as assistance in finding information and problem solving. Claire has also provided support on developing this paper, especially in the business case.

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

XVI. Cathy Snyder Lowe, Manager, International Student Admissions & Services and Angela Liang, International Marketing Recruitment Manager: October 16th, 2015

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

XVII. Karen Wilson, Director of Marketing and Communications, and Danielle Libonati, Marketing Communications Officer: October 26th, 2015 and ongoing

Initial stages of marketing plan for new program launch, including mailing lists, a new postcard, a press release, and featuring new space and new programming innovations; further consultations around change of diploma name and marketing needs for Fashion Cycle courses.

XVIII. Gordon McIvor, Dean of Continuing Studies: February 17th, 2016 and ongoing

Discussion of project and consultation on tuition fees.

XIX. Fashion instructors Lisa Gellert, Concetta Sciarretta, Matthew Burditt, Patrice Godin, Allison Drake, Kaytee Kilgour, and Jenny Hedberg: November 2015 – current date

Members of the core instructional team have participated in program visioning, mapping, and curriculum design and development.

XX. Tami Pierce, Director of Aboriginal Education: February 19th, 2016

Reached out informing of planned renewal; requested feedback on how to better serve our indigenous learners. We will be attending their team meeting on March 9th, 2016.

XXI. Stefan Valchev, Manager Financial Projects: November 2015 - ongoing

Stefan has helped develop the total tuition fees, and the course by course breakdown of fees. He has also helped separate the fashion organization code to represent the separate program areas of Fashion Merchandising and Fashion Design.

Further consultations will continue to take place over the following months as the renewal progresses.

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

Appendix A – Competitive Analysis
I. Andhra Goundrey, Program Coordinator, KPU Fashion Programming, February 2015, October 2015, January 2016 - ongoing

Kwantlen Polytechnic University is interested in working out an articulation agreement. They are currently engaged in program revisions set to launch in September 2017, and until their changes are finalized, they will continue to grant transfer credits on a case-by-case basis. In discussion on January 21\textsuperscript{st}, 2016, and in a follow-up email on February 1\textsuperscript{st}, 2016, Andhra has been confident that we will be able to go forward with a formal articulation agreement.

II. PAC members, April 2015 – ongoing

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

Two PAC members participated in program visioning meetings (November-December 2015), and the larger PAC has since provided enthusiastic positive feedback on plans for the Fashion Design & Production Diploma.

III. Industry Stakeholder survey

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

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

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

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

VI. Alumni Grace Tannahill, Madeleine Scrutton, and Courtney Meston: November-December 2015
October 27, 2015
Alumni participated in program visioning and design meetings, providing valuable perspective from the learner’s point of view.

VII. Computer Aided Drafting consultant Laela Blanchett: February 2, 2016 and ongoing
Laela is a Computer Aided Drafting and Gerber (software) expert; she has developed curriculum and taught for several other fashion programs. She has provided expert advice while implementing new Gerber software over the past year, and is now helping us with curriculum design.
B. Implementation Plan

1. NON-RECURRING COSTS (amounts provided are estimates.)
   
   **Academic non-recurring start-up costs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development</td>
<td>$6,904</td>
<td>$16,000</td>
<td></td>
<td></td>
<td>$22,904</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>$6,904</td>
<td>$16,000</td>
<td></td>
<td></td>
<td>$22,904</td>
</tr>
</tbody>
</table>

   **Capital Costs (Equipment, Renovations, Facilities, Library, Technology)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom upgrades (computer, podium and projector in Fashion classroom)</td>
<td>$12,000</td>
<td>$10,000</td>
<td></td>
<td></td>
<td>$22,000</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>$12,000</td>
<td>$10,000</td>
<td></td>
<td></td>
<td>$22,000</td>
</tr>
</tbody>
</table>

   **Total**                                           | $6,904  | $28,000 | $10,000 |         | $44,904  |

2. ONGOING OPERATING COSTS (provide accurate estimates)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS Instructors – full-time program</td>
<td>$35,580</td>
<td>$73,613</td>
<td>$75,185</td>
<td></td>
<td>$184,378</td>
</tr>
<tr>
<td>CS Instructors – part-time program</td>
<td>$17,852</td>
<td>$42,732</td>
<td>$53,366</td>
<td></td>
<td>$113,950</td>
</tr>
<tr>
<td>Department admin staff</td>
<td>$113,826</td>
<td>$153,062</td>
<td>$153,062</td>
<td></td>
<td>$419,950</td>
</tr>
<tr>
<td>Department supplies and general expenses*</td>
<td>$38,805</td>
<td>$51,227</td>
<td>$51,227</td>
<td></td>
<td>$141,259</td>
</tr>
<tr>
<td>CS admin &amp; support staff</td>
<td>$39,626</td>
<td>$67,931</td>
<td>$67,931</td>
<td></td>
<td>$175,488</td>
</tr>
<tr>
<td>CS supplies and general expenses</td>
<td>$13,028</td>
<td>$22,334</td>
<td>$22,334</td>
<td></td>
<td>$57,696</td>
</tr>
<tr>
<td>Institutional Support**</td>
<td>$41,057</td>
<td>$58,911</td>
<td>$58,911</td>
<td></td>
<td>$158,879</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$299,774</td>
<td>$469,810</td>
<td>$482,016</td>
<td></td>
<td>$1,251,600</td>
</tr>
</tbody>
</table>

* Includes Fashion Show, lab maintenance and supplies
** Includes Student Services, Marketing, IT Support, Library, Facilities and other institutional expenses
C. Business Case

This document outlines the sources of revenue for the program.

It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

1. REVENUE

What is the source of funding for this program?
The only source of funding for this program presently is tuition revenue.

2. TUITION AND FEES

Financial assessment of the cost of the program has been completed and tuition is pending approval by Finance and Audit Committee and the Board of Governors.

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time Tuition, based on 15 expected students</td>
<td>28</td>
<td>$142,185</td>
<td>$309,510</td>
<td>$314,865</td>
<td></td>
<td>$766,560</td>
</tr>
<tr>
<td>Part time Tuition, based on 15 expected students 20</td>
<td></td>
<td>$72,660</td>
<td>$171,480</td>
<td>$214,530</td>
<td></td>
<td>$458,670</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>$214,845</td>
<td>$480,990</td>
<td>$529,395</td>
<td></td>
<td>$1,225,230</td>
</tr>
</tbody>
</table>

1. SIGN OFF

Dean/Director:  *Gordon McIvor, March 31, 2016 via email*

VP Strategic Partnerships and Business Development:  *Irene Young, March 31, 2016 via email*

VP Academic:  *Kathryn McNaughton, March 14, 2016, via email*

VP Finance:  *Marlene Kowalski, April 4, 2016, via email*
Appendix A - VCC Fashion Arts Diploma Program: Competition Analysis

1. Competitive Landscape

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

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

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

2. Program Logistics

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

* Kwantlen has 2 exit points: a 2 year diploma or a 4 year degree

** George Brown and Ryerson are both in Eastern Canada; all others are in Vancouver

Appendix A – Competitive Analysis
** George Brown and Ryerson are both in Eastern Canada, PDA is in Victoria; all others are in Vancouver
3. Articulation Agreements

VCC’s current Fashion Arts Diploma does not have any transfer credit agreements in place; however, students have received some credit at KPU and Parsons (in New York) on a case-by-case basis.

George Brown (diploma) has one articulation agreement with OCAD’s Material Arts & Design Degree program, and KPU will accept diploma transfers into upper levels of their degree program, with some additional courses. Private institutions in general do not list specific articulation agreements.

KPU has expressed interest in developing a formal articulation agreement with VCC.

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

5. Program Objectives

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

NOTES:

The University of the Fraser Valley has discontinued its diploma program (2015).
PREPARED FOR:  Education Council

ISSUE:  D.1.3 Copyright Policy & Procedures

BACKGROUND:
Recent changes in copyright legislation have required that we revise the college policy.

DISCUSSION:
The included policy and procedures provide the college community with the necessary information to navigate through Copyright rules and procedures.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve D.1.3 Copyright Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
Vancouver Community College (VCC; the College) is in compliance with the provisions of the Copyright Act of Canada and is committed to the fair and ethical use of copyrighted materials at the College.

SCOPE AND LIMITS
This policy applies to all employees and students at VCC.

This policy is subject to all applicable federal and international laws and to licensing agreements.

STATEMENT OF POLICY PRINCIPLES
1. All College employees and students are responsible for using copyright protected works in accordance with the Copyright Act and within the terms of negotiated license agreements.

2. It is the responsibility of each individual to be familiar with the College Copyright Policy, Copyright Act and Fair Dealing Guidelines.

3. The College maintains a Copyright Coordinator position in the Library and appropriate resources to provide copyright information through the Library website and to support the College in copyright compliance.

4. College employees and students may reproduce and use copyright protected works for educational purposes where the Copyright Act, Fair Dealing Guidelines and/or license agreements permit such use.

5. When reproduction or use of materials for instructional purposes is not permitted under the above, permission must be sought through the Copyright Coordinator.
DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION
Legislation:
Copyright Act, RSC 1985, c C-42 http://laws-lois.justice.gc.ca/eng/acts/c-42/

Policies:
D.1.4 Curriculum/Instructional Materials Created within the College

RELATED PROCEDURES
Refer to D.1.3 Copyright Procedures.
DEFINITIONS

Copyright: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Copyright Act of Canada: The Federal legislation that governs all matters related to copyright.

Copyright Cooperative: An organization that represents creators and licenses the use of their work.

Copyright Coordinator: A librarian at the College with expertise on copyright matters, who maintains copyright information, obtains copyright permissions where required, and who provides copyright information, guidance, and workshops.

Fair Dealing: The provision in the Copyright Act that allows limited copying and communicating of a work for the purposes of research, private study, education, criticism, review, news reporting, satire, and parody.

License agreement: A contract which outlines how licensed materials may be used.

PROCEDURES

1. Information regarding the use of copyrighted materials for education purposes is available in the Copyright Guide located on the Library website.

2. It is the responsibility of each individual to be familiar with the College Copyright Policy, Copyright Act and Fair Dealing Guidelines. Employees and students are responsible for consulting the Copyright Guide prior to copying, using and distributing copyrighted materials in face-to-face or online courses.
3. Questions regarding the Copyright Guide should be directed to the Copyright Coordinator or another librarian.

4. College and departmental copyright workshops are offered several times a year by the Copyright Coordinator and individual consultations are offered on a continual basis.

5. When the Copyright Act, fair dealing guidelines and/or licensing agreements do not allow for the instructional use of copyrighted materials, employees should contact the Copyright Coordinator to initiate a copyright permission request with the copyright owner or copyright cooperative.

6. Records for all copyright clearances, permissions and licenses are retained by the Copyright Coordinator.

RELATED POLICY
Refer to Copyright Policy D.1.3.
PREPARED FOR: Education Council

ISSUE: D.1.5 Use of Library Resources Policy & Procedures

BACKGROUND:
Access to library resources is an important part of the College operations. Students, faculty alumni, community borrower’s rights and entitlements are listed in this policy.

DISCUSSION:
The development of this policy led to operational changes allowing students on semester work to maintain access to resources. Education Policy committee also discussed the importance of borrowers being aware of their individual rights and responsibilities and that this privilege could be suspended under certain circumstances.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve D.1.5 Use of Library Resources Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This policy and related procedures govern the use of services and materials provided by the Library at Vancouver Community College (VCC; the College). In support of the education, research and activities of students and employees at the College, VCC Library provides access to: information resources and technology; study, group and research space; computers and printing; and A/V equipment.

The College and Institute Act, Section 23(1) states “an education council must advise the board and the board must seek advice from the education council, on the development of educational policy for the following matters ... (g) policies concerning library and resource centres.”

SCOPE AND LIMITS
Applies to all current students and employees, and any community member entering the Library or using its resources.

STATEMENT OF POLICY PRINCIPLES
1. The primary goal of VCC Library is to support education and research at the College, as well as College operations. The Library strives to maximize access to information and services for current students and employees.
2. VCC Library provides a welcoming learning environment that is safe and accessible for all.
3. Any person may use the print materials within the Library, and may consult with Library staff for assistance in using this material.
4. Library card holders are responsible for the Library material they borrow and may be subject to penalties and sanctions if material is overdue, damaged or not returned.
5. VCC Library complies with all legal requirements and licensing agreements when providing access to Library resources.
6. The Library will establish agreements (such as interlibrary loan or reciprocal borrowing agreements) with other libraries when possible in order to expand access to resources available to our current students and employees.
7. To protect the privacy of library users and their right to access information without prejudice, the Library does not release information about Library users or materials used to any other person, institution, agency or association except for reporting fines regarding Library materials to the Registrar’s Office, or when required to do so by a court of law.
DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION
Legislation:
BC College and Institute Act, Section 23(1)(g)
Canadian Copyright Act
BC Freedom of Information and Protection of Privacy Act

Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
A.3.6 Standards of Employee Conduct and Conflict of Interest
B.5.2 Appropriate and Responsible Use of Education and Information Technology
D.1.2 Selection of Instructional and Library Materials
D.1.3 Copyright
D.4.3 Student Code of Conduct (Non-Educational Matters)
D.4.5 Student Educational Conduct
D.6.1 Off Campus College Related Use of College Equipment

RELATED PROCEDURES
Refer to Policy D.1.5 Use of Library Resources Procedures.
DEFINITIONS

Alumni: Former students who qualify for alumni status.

Community Borrowers: Members of the public may purchase a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.

Interlibrary Loan (ILL): The cooperative exchange of items among libraries, in response to specific user requests.

Library Resources: All Library material that can be borrowed by a Library user (including books, journals, DVDs or technology), online resources (such as databases, e-books and streaming video), computers, listening and viewing equipment, services, group study rooms and facilities.

Library Privileges: The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).

PROCEDURES

1. Any person may enter the Library to use the print materials within the Library (such as the books, magazines and newspapers) and may consult with Library staff for assistance in filling an information need.

2. Limits on the use of some Library resources by the general public may be imposed due to licensing agreements or availability, and are outlined on the Library website.

3. There are four (4) categories of people who can borrow material from VCC Library:
   a. Current students of VCC;
   b. Current employees of VCC;
   c. Current students and employees at other publicly funded BC post-secondary institutions, or any other institution where there is a reciprocal borrowing agreement; and
   d. Alumni and community borrowers.
4. Reciprocal borrowing agreements between academic institutions allow students and employees to borrow material from other academic institutions. VCC has reciprocal borrowing agreements with most BC post-secondary institutions.

5. A valid VCC library card must be presented each time resources or equipment is borrowed. The VCC ID card is the library card for current students and employees. Cards are provided for other BC post-secondary students/employees, alumni and community borrowers.

USING LIBRARY RESOURCES
6. The Library privileges for the different categories of borrowers are outlined on the Library website. This includes the following:
   a. Maximum number of items that can be checked out to a borrower at any given time;
   b. Length of loan periods for different types of resources;
   c. Number of renewals per item;
   d. Number of requests allowed;
   e. Overdue fine rate and maximum fine per item;
   f. Booking of equipment, audio-visual material or study rooms;
   g. Access to Library computers and any material subject to a license agreement;
   h. Access to interlibrary loan services; and
   i. Any additional restrictions to borrowing materials or use of Library resources.

7. Borrowing privileges of students begin when they pay the fees to the College for their program and/or course.

8. Borrowing privileges for students expire one (1) month after the end date of their course or program.

9. Borrowers must return or renew materials by the due date. If materials are damaged, lost or returned late, borrowers must pay overdue, replacement or damage fees.

10. For lost or damaged items, borrowers are charged:
    a. The cost of replacing the item;
    b. Any overdue fines; and
    c. A service fee.

11. Current employees are not charged overdue fines but must pay to replace any item damaged or not returned within six (6) months.

SUSPENSION OF LIBRARY PRIVILEGES
12. Library privileges may be suspended if a user violates the College’s policies concerning conduct and respectful behavior.

13. Library privileges are blocked if a borrower owes $10 or more in fines. This will prevent borrowing of additional material until the amount of fines owed is under $10.

14. If a student owes $20 or more in fines, blocks are placed on the student accounts in the Registrar’s Office. Final grades and transcripts will not be issued to students until billed materials have been returned or paid for; students will not be able to register for other courses. The block is removed when the amount owed is under $20.

COMMUNICATION WITH USERS
15. Library notices and communications are sent by email.

16. The Library proactively notifies the user of fines or other penalties on their record. Non-receipt of such notices does not relieve the user from responsibility for fines or penalties.
USE OF COMPUTERS
17. Library computers are available for current students and employees at all Library locations.
18. Computers may be made available to other users based on availability and criteria listed on the Library website.
19. All users who access and use the Library computers are required to use them appropriately and responsibly as defined in Policy B.5.2 Appropriate and Responsible Use of Educational and Information Technology.

USE OF LIBRARY FACILITIES
20. The Library will maintain guidelines on its website regarding the appropriate use of Library facilities and equipment to ensure the use of shared space is fair, equitable and respectful for all users.
21. Recognizing that the Library is used for quiet study as well as collaborative work, the Library will identify acceptable noise levels for different areas of the Library.
22. Children may not be left alone or unsupervised in the Library. Library staff cannot be responsible for the safety of unattended children.

PRIVACY
23. The Library does not release information about Library users or material used to any other person, institution, agency or association except for reporting charges regarding Library materials to the Registrar’s Office, or as required by law.
24. VCC will inform the user if a court order has been served and that it intends to comply.

SAFETY
25. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.
26. Personal items left unattended in the Library are taken to the Security Office and may be claimed there.
27. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

INTERLIBRARY LOAN
28. Through interlibrary loans, the Library will endeavor to borrow Library material not owned by VCC in support of VCC coursework, research or College operations, and to lend material to other institutions.
   a. High demand items may not be eligible for ILL (e.g. Reserves).
   b. Licensing agreements may also limit what is eligible for ILL (e.g. Articles from certain databases).
   c. VCC only interlends ILL material from Canadian libraries.
29. ILL is only available to current students and employees with valid Library privileges.
30. Material borrowed through ILL is subject to the loan policies and fees set by the lending library, which may differ from those of VCC Library.
31. ILL material may be renewed, depending on the policy of the lending library and is subject to recall by the lending library.
32. VCC Library will not attempt to borrow through ILL the following types of material:
   a. Material already held at VCC Library;
   b. Articles available in VCC Library’s online databases or e-journals; and
   c. Materials limited by copyright or licensing agreements.
33. Due to budgetary limitations, the number of interlibrary loan requests processed for any one user may be restricted. The user will be informed by email.

**RELATED POLICY**
Refer to D.1.5 Use of Library Resources Policy.
DECISION NOTE

4 April 2016

PREPARED FOR: Education Council
ISSUE: Ad Hoc Program Review and Renewal Committee Update

BACKGROUND:
The Ad Hoc Program Review and Renewal Committee met on December 9, 2015, January 28, February 15, and March 4 2016 to review the program summaries prepared by Judith McGillvray.

DISCUSSION:
At this time the Ad Hoc Program Review and Renewal Committee has reviewed all programs. The program summaries are available at: J:\COMMON\Program Reviews.

NEXT STEPS:
The draft Terms of Reference for the new EDCO Program Review and Renewal Standing Committee are attached for approval.

If approved, a chair will be elected and EDCO will provide advice on the members to be appointed to the Program Review and Renewal Standing Committee.

RECOMMENDATION:
The Ad Hoc Program Review and Renewal Committee recommends Education Council approve the Terms of Reference for the new EDCO Program Review and Renewal Standing Committee.

Prepared by:
Jo-Ellen Zakoor
Chair, Ad Hoc Program Review and Renewal Committee
Program Review and Renewal Committee of Education Council
Terms of Reference

Approved by _____: [date]

DRAFT – 22 February 2016

Committee name: Program Review and Renewal Committee

Type: Standing Committee of Education Council

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

Responsible To: Education Council

Purpose: The Program Review and Renewal Committee is a standing committee of Education Council charged with supporting the educational quality of the College by ensuring that the review and renewal of College programs are consistent with approved policies and processes.

Duties: The Committee will:

1. Ensure that all program reviews and renewals are done regularly and systematically as required by approved policies.
2. Provide advice and recommendations around trends and priorities identified in reviews and renewals to Education Council and other appropriate committees.
3. Track action plans developed during the program reviews and renewals to ensure progress is being made, identifying barriers to success.
4. Recommend changes to the Program Review and Renewal policy as needed.
5. Provide advice on the allocation of curriculum development funds as requested by the Vice President, Academic, Students and Research.

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

Timeframes and Reporting: The Committee meets as required, and reports to Education Council.

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

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. Two (2) faculty members selected by the faculty representatives of Education Council.
3. One (1) support staff member selected by the support staff representatives of Education Council.
4. One (1) student selected by the student representatives of Education Council.
5. Vice President, Academic, Students, and Research
6. Director of Institutional Research or designate.
7. One (1) Instructional Associate appointed by the Dean of the Centre for Instructional Development.
8. Senior Program Coordinator from the Centre for Continuing Studies or designate.
9. Other members of the College deemed to provide relevant input, appointed by the Committee Chair, for a defined period of time of no more than one (1) year.
10. Chair of Education Council is an ex officio member.

Length of Term:

All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.

Quorum:

The quorum shall be five (5) members.

Other Resources:

The Education Council Assistant provides support as needed. This person is responsible for preparing and distributing documents, agendas and notes, and providing organizational support for meetings.

Chair release time equals 25%.

Notes:

Notes are taken at all committee meetings. A summary of these notes is forwarded to the Chair of Education Council by the Chair of the Program Review and Renewal Committee.

Communication with Council:

Business arising from the Program Review and Renewal Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive.
EDCO Advice to the Board re: 3-year Academic Plan and 2016/17 Enrolment Plan

I presented Education Council’s advice recommending approval of the 3-year Academic Plan 2016/19 and the Enrolment Plan 2016/17 to the Board of Governors at their April 6th, 2016, meeting. I summarized the discussion around these two plans:

There was a robust discussion over both plans. A number of small errors were identified and corrected. There are two discussion points to highlight for the Board:

1. There is concern at Education Council around the lower targets for a number of programs in Basic Education and College & Career Access, programs that were the most severely impacted by the re-introduction of tuition fees for ABE last year. The budgeted FTE for 2016-17 is lower than the actual FTE from this current year (2015-16). Dean David Wells assured EDCO that this is intended to be a very conservative projection that the departments will likely over-perform.

2. There was concern regarding the Student Services initiative in the Academic Plan to consolidate assessment activity within the Assessment Centre. EDCO members identified solid educational reasons for keeping some assessment within departments, particularly within the EAL and ABE programs. Director of Student Services Craig McGuigan argued that a consolidated approach would allow Student Services to record and track interest in a program and assessment outcomes, as well as making it consistent how students are charged for assessment. EDCO recommended changing the language of this initiative to say that all “appropriate” assessment activity could be consolidated. That will allow a better discussion between Student Services and departments over best approaches. Dr. McNaughton agreed to this change.

I commend the College administration for their openness in discussing the planning process with Education Council, and the thoroughness of their work in developing the 3-year Academic Plan. They have also agreed to bring quarterly updates on progress to EDCO, which is greatly appreciated.

OTHER ACTIVITIES OF THE CHAIR

- I was invited to join the Board’s Governance Standing Committee. The Governance Committee’s purpose is support the development and maintenance of a good
governance framework and the effectiveness of the Board. Currently, the Committee is reviewing policy-development at the College, and identifying policies that urgently need review.

- The Board had an orientation day on February 5, 2016, for both new and returning Board members. As part of it, I gave a presentation on Education Council, its history, structure, membership, and duties.
- The College has purchased a curriculum management software called Courseleaf that will make the development of course outlines and PCGs much simpler and much less dependent on paper and email. I am working as the project manager with an excellent team including David Branter (Chair of Curriculum Committee), Nicole Degagne (EDCO Assistant), and members from IT, CID, Registrar’s Office, IR, CS, Marketing, and the VP-Academic Office. Implementation should be complete in August 2016.

PREPARED BY: Todd Rowlatt
Chair, Education Council

DATE: 4 April 2016
ROLE OF THE EDUCATION COUNCIL
Under the authority of the College and Institute Act and its Bylaws, the Education Council stewards the academic integrity of the college by engaging in the formulation, and/or approval, and/or recommendation for approval, of educational criteria, policies, and procedures inherent in college operations.

2015 HIGHLIGHTS
- Core Review
- ABE Update
- Bylaws revised
- Strategic Enrolment Management
- Strategic Plan
- Education Technology Committee
- Academic Schedule Committee and new Academic Schedule approved
- Curriculum Inventory Project
- Replacement of Faculty on Sick Leave
- Affiliation Agreement with VCC and Vancouver School Board
- Contract Training
- Gold Trail Affiliation Agreement (ECCE)

Committees
- Program Review and Renewal Ad Hoc – reconstituted October
- Curriculum Development and Approval Process Ad Hoc
- Educational Priorities Committee

Proposals for new programs
- Acute Care Skills for Health Care Assistants Citation
- Auto Collision Repair and Refinishing
- Bachelor of Applied Science in Dental Hygiene Degree
- Fashion Arts Diploma
- Medical Device Reprocessing Technician
- Pre-Health Sciences Certificate
- Renal Dialysis Certificate

Cancelled programs
- Aboriginal Culinary Arts Certificate
- Adult Education Certificate
- Fashion Arts Certificate
- Kitchen & Bath Design Diploma
- Performing Arts Degree
MEETINGS
Education Council met on the second Tuesday of each month, except July and August. One additional meeting was held in June.

2015 meeting dates:

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<th>Month</th>
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MEMBERSHIP
Chair: Todd Rowlatt
Vice Chair: Jo-Ellen Zakoor
Executive: Todd Rowlatt, Jo-Ellen Zakoor, Jan Weiten, Damien Otis, Leah Nusgart

Faculty, Arts & Science Jan Weiten Nov 2014-Oct 2016
Faculty, College-at-Large David Branter Nov 2014-Oct 2016
Faculty, College-at-Large Taryn Thomson Nov 2013-Oct 2017
Faculty, Health Sciences Jo-Ellen Zakoor Nov 2013-Oct 2017
Faculty, Instructor Education; Centre for Instructional Development; Music, Dance & Design Susie Findlay Jan 2015-Oct 2015
Jan Weiten Nov 2015-Oct 2017
Elle Ting Nov 2015-Oct 2017

Dean, School of Health Sciences Debbie Sargent Dec 2015-Nov 2016
Dean, School of Access David Wells Dec 2015-Nov 2016
Interim Registrar, Director, Institutional Research Brian Beacham Jan 2015-Nov 2015
Registrar David McMullen Dec 2015-Nov 2016
Vice President Academic, Students & Research Kathryn McNaughton Sep 2015-Dec 2015
Student, Broadway Campus Damien Otis Nov 2014-Oct 2015
Student, Broadway Campus Ghezal Sorkhabi Nov 2014-Oct 2015
Student, Downtown Campus Monika Paripovic Mar 2015-Oct 2015
Student, Downtown Campus Vacant
Support Staff, College-at-Large Deanne Bates Nov 2013-Oct 2015
Paul Yeung Nov 2015-Oct 2017
Support Staff, College-at-Large Greg Hamilton Nov 2013-Oct 2015
Charly Jadranin Nov 2015-Oct 2017
President Peter Nunoda Ex officio
STANDING COMMITTEES
The Standing Committees of Education Council provide in-depth review of curriculum, academic policy, and student appeals. These standing committees make recommendations to Education Council and Council relies on its standing committees to ensure appropriate program area expertise as well as the independent perspective provided by additional members from outside the program area. All standing committees report directly to Education Council.

Curriculum Committee
Chair: David Branter
The Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflects sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

In 2015, Curriculum Committee approved 9 proposals and recommended 28 proposals to Education Council. In addition, the Committee updated the curriculum document templates.

Approved by Curriculum Committee:
- Applied Business Technology
- Automotive Service Technology Diploma
- COMP 0735 Introduction to Windows
- International Culinary Arts
- LINC 0607F, 0617H, 0608F, LINC 0618H
- MDRT 1201 Medical Device Reprocessing Theory
- Medical Office Assistant
- Medical Transcriptionist
- Omnibus motion for minor changes to PCGs and course outlines

Approved by Education Council and/or Board of Governors:
School of Access
- AEST 0101 Career Gateways
- BIOL 1200 Biology 2
- CHEM 0861, 0871, CHEM 0983, CHEM 0993
- COMP 0740 Introduction to PowerPoint
- Computing Science and Software Systems
- ENGL 1127 University Transfer English 1 and ENGL 1229 University Transfer English 2
- First Year University Transfer Engineering Certificate
- Math 1020 Precalculus
- PSYC 1100 Psychology 1 and PSYC 1200 Psychology 2
- SIGN 1000 American Sign Language Level 1 and SIGN 2000 American Sign Language Level 2
- Visually Impaired courses – VOVI 0730 and 0810

Centre for Continuing Studies & Contract Training
- CNSK 1401 Basic Counselling Skills
- Early Childhood Care and Education – Infant & Toddler
- Early Childhood Care and Education – Special Needs
- Medical Device Reprocessing Technician
Health Sciences
Access to Practical Nursing
Acute Care Skills for Health Care Assistants
Denturist
Health Care Assistant/ESL
Hospitality and Applied Business
Legal Administrative Assistant
Legal Administrative Assistant – Part Time
Practical Nursing

Trades
Automotive Service Technician
Baking Apprentice
Baking Foundation
Heavy Mechanical Trades Foundation

MEETINGS
Curriculum Committee met on the third Tuesday of each month, except in July.

2015 meeting dates: January 20 February 17 March 17
April 21 May 19 June 16
August 18 September 15 October 20
November 17 December 15

MEMBERSHIP
Claire Sauvé, Senior Program Coordinator, Centre for Continuing Studies
Charly Jadranin, Support Staff
David Branter, Faculty, College-at-Large
Dennis Innes, Dean, School of Trades
Garth Manning, Faculty, Centre for Instructional Development
Jo-Ellen Zakoor, Vice Chair, Education Council (Ex Officio)
John Martinolich, Faculty, Transportation Trades
Raymond Kaan, Associate Registrar
Sheetal Donaldson, Faculty, Health Sciences
Stefan Lukits, Faculty, Arts and Science
Vacant, Faculty, Counseling and Disability Services
Vacant, Faculty, Hospitality and Applied Business
Vacant, Faculty, Instructor Education
Vacant, Faculty, Language Studies
Virginia Adams, Faculty, Library & Learning Centre
Vacant, Student Representative
Education Policy Committee
Chair: Mike Tunnah
The Education Policy Committee ensures that the College's development and review of educational policy is consistent with approved processes and undertaken in full compliance with existing policies. The Committee provides quality assurance helping to ensure College policies are sound, consistent and fair. Education Policy Committee is the first stop in the education policy approval governance process as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

In 2015, Education Policy Committee reviewed 25 policies and recommended 7 policies to Education Council.

Approved by Education Council and/or Board of Governors:
- C.2.1 International Students on Study Permits
- C.3.10 Affiliation Agreements (Education)
- C.3.12 Qualifications for Continuing Studies Instructors
- C.3.13 Academic Schedule
- C.3.14 Curriculum Development and Approval Process
- D.3.6 Admissions
- D.3.6.1 Flexible Admissions

Rescinded by Education Council and/or Board of Governors:
- C.3.4 Changes of Length or Hours for Courses or Programs
- C.3.6 Course/Program Documentation
- D.3.1 Admissions Appeal

In Governance Review:
- C.1.1 Grading, Progression and Withdrawal
- C.1.2 Appeal of Final Grade
- C.1.4 Assignment of Credits to Courses
- C.3.1 Program Advisory Committee
- C.3.2 Program Renewal and Annual Review
- C.3.3 Suspension and/or Discontinuance of Programs
- C.3.9 Degree Standards
- D.1.1 Educational Services Review
- D.1.3 Copyright
- D.1.5 Use of Library Resources
- D.3.5 Prior Learning Assessment & Recognition
- D.3.10 Aboriginal Education Enrolment
- D.6.1 Borrowing College Equipment
- New Transfer Credit
- New Timetable

MEETINGS
Education Policy Committee met monthly, except July.

2015 meeting dates:
January 8
April 9
August 20
November 18
February 12
May 21
September 16
December 9
March 12
June 11
October 14
MEMBERSHIP

Kathy O’Donnell, Faculty, Arts and Science
Susie Findlay, Faculty, Centre for Instructional Development
Elle Ting, Faculty, Centre for Instructional Development
Brian Beacham, Interim Registrar, Director Institutional Research
Craig McGuigan, Director, Student Services
Dennis Innes, Dean, Trades
Doug Mauger, Faculty, Instructor Education
Ella-Fay Zalezsak, Faculty, Library & Learning Centre
Erin Lenz, Program Coordinator, Centre for Continuing Studies
Graham Webber, Dean, Music, Dance and Design; Hospitality and Applied Business
John Demeulemeester, Faculty, Hospitality and Applied Business
Lorena Espinoza, Faculty, Music, Dance & Design
Moreah Hamend, Faculty, Health Sciences
Maija Wiik, Faculty, Student Services
Mike Tunnah, Faculty, Hospitality and Applied Business
Pam Khinda, Operations Manager, Centre for Continuing Studies
Richard Cyr, Faculty, Transportation Trades
Tanny Marks, Arbiter, Student Issues (Ex Officio)
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Faculty, Language Studies
Vacant, Student Representative
Vacant, Support Staff
Appeals Oversight Committee
Chair: Brian Beacham
The Appeals Oversight Committee ensures that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act.

In 2015, the Appeals Oversight Committee approved its terms of reference.

MEETINGS
The Appeals Oversight Committee met two times, May 6 and July 27.

MEMBERSHIP
Brian Beacham, Interim Registrar, Director Institutional Research
Craig McGuigan, Director, Student Services
Doug Mauger, Faculty, Instructor Education
Jennifer Gossen, Program Coordinator, Centre for Continuing Studies
Jo-Ellen Zakoor, Faculty, Health Sciences
Susie Findlay, Dean, School of Instructor Education; Centre for Instructional Development
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Student Representative
## AT EACH MEETING

- Approve minutes of previous meeting
- Review action items
- Chair Report
- Member Reports
- Curriculum Committee Business
- Education Policy Committee Business
- Appeals Oversight Committee Business
- Program Review and Renewal Committee Business

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## ANNUAL UPDATES/REPORTS

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<td>Affiliation Agreements (VP ASR)</td>
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## MEMBERSHIP

| Elect EDCO Members | X |
| Elect EDCO Chair, Vice Chair, Executive, Standing | X |
| Elect Standing Committee Chairs (Curriculum, Education Policy, Appeals Oversight, Program Review and Renewal) | X |
| Appoint Administrative Representatives | X |
| Standing Committee Members | X |
| Training/orientation for new Standing Committee Chairs | X |
| EDCO member orientation | X |
| Standing Committee member orientation | X |

## CURRICULUM DEVELOPMENT

| Update on CD funding | X |
| Review of curriculum documents (Curriculum Committee and EDCO) | X |
| Program Renewal Schedule | X |
| Annual Program Reviews Update | X |
| Non-credit course outlines (Continuing Studies) | X |

## EVENTS

| Planning Retreat | X |
| VCC Day | X |