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<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td></td>
<td>Todd Rowlatt</td>
<td></td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>February 14, 2017 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>January 10, 2017 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>45 min</td>
<td>Kathryn McNaughton, Dave McMullen, Jennifer Gossen, Tami Pierce, Brett Griffiths</td>
<td>Academic Plan 2017-2022</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Academic Plan Presentations</td>
<td></td>
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<tr>
<td>b)</td>
<td>Committee Reports</td>
<td></td>
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<tr>
<td>a)</td>
<td>Curriculum Standing Committee</td>
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</tr>
<tr>
<td>i)</td>
<td>Chair’s report</td>
<td>5 min</td>
<td>David Branter</td>
<td>TESOL Decision Note</td>
<td>Information</td>
<td>9</td>
</tr>
<tr>
<td>ii)</td>
<td>LPN Perioperative Advanced Certificate</td>
<td>5 min</td>
<td>Julie Gilbert</td>
<td>Decision Note; CDAF; course outlines</td>
<td>Recommendation</td>
<td>10-36</td>
</tr>
<tr>
<td>iii)</td>
<td>Improve your Grammar courses</td>
<td>5 min</td>
<td>Carrie Leggatt</td>
<td>Decision Note; CDAF; course outlines</td>
<td>Recommendation</td>
<td>37-58</td>
</tr>
<tr>
<td>b)</td>
<td>Policy Standing Committee</td>
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<tr>
<td>i)</td>
<td>D.1.1 Educational Services Renewal</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Recommendation</td>
<td>59-65</td>
</tr>
<tr>
<td>ii)</td>
<td>D. 4.6 Requirements for Student Attendance and Participation</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Recommendation</td>
<td>66-70</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
<td></td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
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<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
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<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>EDCO Chair Report to Board, EDCO Annual Report 2016, EDCO Planning Calendar</td>
<td>Information</td>
<td>71-81</td>
</tr>
<tr>
<td>8.</td>
<td>Student Report</td>
<td>5 min</td>
<td>Jonard Bernardo</td>
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<td>Information</td>
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<td>9.</td>
<td>Pending Items</td>
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<td>9.</td>
<td>Next meeting:</td>
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<td></td>
<td>Todd Rowlatt</td>
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<td></td>
<td>March 14, 2017, 3:30-5:30, Room 5025 BWY-A</td>
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<tr>
<td>10.</td>
<td>Adjournment</td>
<td></td>
<td>Todd Rowlatt</td>
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<tr>
<td>Item</td>
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<td>Discussion</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:32 p.m.</td>
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</table>
| 2.   | Adopt Agenda | **Motion:** Moved by P. Yeung and seconded THAT the agenda be adopted as presented.  
All in favour of agenda. **Motion carried.** |
| 3.   | Approve Past Minutes | **Motion:** Moved by P. Yeung and seconded THAT the minutes of December 13, 2016, be adopted.  
A few minor edits were recommended and will be made.  
D. Branter suggested changing the wording on Page 4 under Item e – “Full-time students” should replace by “VCC students.” Also, under Item b, the sentence is incomplete and suggested to add the word “opportunity” at the end.  
All in favour of revised minutes. **Motion carried.** |
| 4.   | Enquiries & Correspondence | There were none. |
| 5.   | Business Arising | a) Enrollment Plan 17/18 | B. Beacham gave the update on 2017-18 enrollment plan and explained that the data is being double-checked to ensure that it is accurate. He added that it is important to provide the right information. There has been a lot of consultation and cleaning up the data. All the information has been uploaded into spreadsheets and then into Banner.  
B. Beacham clarifies how FTE is calculated and explained that different programs have different FTEs and it depends upon the duration of the program. The next integration will probably be in February. Current years’ FTE is comparatively similar to the last year.  
Due to changes in the curriculum of PC1 and PC2 of culinary programs, there was some issue with the calculated FTEs of these programs. Now this issue has been resolved.  
B. Beacham mentioned that there are no major changes in the last and current year’s FTEs, but on |
<table>
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<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<td>the program level, the FTEs has been slightly changing for some programs.</td>
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<td>There was a discussion on the enrollment for ABE programs. This year’s numbers are modelled on this year’s actual enrolment, which is still seeing a decline. We have seen a 50 percent decline in the last two years overall. D. McMullen mentioned that the Ministry audited our use of the Adult Upgrading Grant (AUG) funding. Detailed questions were asked about funding decisions. The AUG system is costing the government more than tuition-free cost. A. Candela asked about where the trend data was pulled for ABE programs for the projection, and questioned if Spring term was the best option, as it tends to be lower than fall. D. Wells clarified that the Spring data was used for class-based program but did adjust for Spring’s lower enrolment. Self-paced is more predictable.</td>
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<td>T. Thomson asked whether the government has considered changing the funding approach given the greater cost for fewer students. No information on this has come from the Ministry.</td>
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<td>T. Rowlatt asked how other colleges have increased their ABE enrolment. D. Wells explained that most institutions are doing more pre-qualification courses that qualify as ABE but are cross-listed as first-year level as well. Other institutions are seeing the same declines in developmental education.</td>
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<td>T. Rowlatt asked about impact of fewer ABE students on enrolment to our other programs. D. Wells is looking into this but it is not clear yet. T. Thomson also suggested looking at Grade 10 and 11 students as well as Grade 12, as many of our programs have Grades 10/11 admission requirements.</td>
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<td></td>
<td>b) Update on changes to K-12 curriculum</td>
<td>D. McMullen gave an update on changes to K-12 curriculum. There was a meeting among provincial Registrars with Ministry officials. There were a lot of questions, but answers were not expansive. Literacy and numeracy assessments will be trialled in 2018, with potential implementation in 2019. Registrars raised issues around admissions processes using the new curriculum approach. The provincial Registrars association are looking at making formal recommendations. Admissions offices need a better understanding of what can be measured by the end of Grade 11 (as conditional admissions is increasingly happening based on Grade 11 marks). If there is an increased reliance on competencies, there may be the need for an infrastructure to translate that into admission requirements. There seems to be an understanding of how complicated this is for post-secondary education but there is significant frustration and a</td>
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<td>Topic</td>
<td>Discussion</td>
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<tr>
<td>6.</td>
<td>Committee Reports</td>
<td>desire for continuing dialogue, particularly around operationalizing these changes for movement into PSE both in BC but also in the rest of Canada and in other countries.</td>
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<td></td>
<td>a) Curriculum Standing Committee</td>
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<td></td>
<td>i) TESOL Certificate and Diploma</td>
<td>Motion: Moved by D. Branter and seconded THAT Education Council approve the change to Admission Requirements for TESOL Certificate and Diploma. D. Branter expanded on the admissions requirement regarding English language course requirement for the TESOL credentials. The change to admission requirement: “First year University English with minimum C+; or a university level humanities course with minimum C+; or equivalent” for both Certificate and Diploma program. 11 in favour, 0 opposed, 4 abstentions. Motion carried.</td>
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<td></td>
<td>ii) UT Math courses</td>
<td>C. Karavas presented this proposal. Motion: Moved by D. Branter and seconded THAT Education Council approve the new UT Math Courses: MATH 1190 Mathematics for Teachers, MATH 1210 Mathematics for the Arts, MATH 2251 Calculus 3, MATH 2310 Ordinary Differential Equations and MATH 2700 Probability and Statistics for Science and Engineering. C. Karavas will send out the missing CDAF from the package to the Council. Also, a minor amendment in the Decision Note under ISSUE and RECOMMENDATION, the prefix “MATH” was missing for some courses. All in favour. Motion carried.</td>
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<td>iii) Culinary Arts Diploma (International Cohort)</td>
<td>Motion: Moved by D. Branter and seconded THAT Education Council recommend the Board of Governors approve the New Program: Culinary Arts Diploma (International Cohort). D. Innes presented the new Culinary Arts diploma program. D. Innes clarified that there will be a 9–11 months study for international students before they can join domestic students in Professional Cook 2 course. M. Tunnah noted the inconsistency of diploma name in the Program Content Guide. Language will be fixed and will be matched as</td>
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<td>Item</td>
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<td>Discussion</td>
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<td><strong>Language on PCG.</strong></td>
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<td>There will be three intakes for PC2. As a part of the redesign, we can actually increase the number of cohorts of international students. Now we take two cohorts of 24 and 26, and we will take three cohorts of 20 starting next fiscal. The first intake will start on February 28th 2017 and next intake will be in September 2017.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>iv)</td>
<td>Hairstylist Certificate</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the changes to Program Learning Outcomes, Course Learning Outcomes and Course Descriptions for the Hairstylist Certificate.</td>
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<td>L. Griffith gave the brief presentation and described the changes to learning outcomes and course descriptions in the PCG of Hairstylist Certificate and for three (3) courses to better meet ITA requirements.</td>
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<td>R. Cyr asked for clarification on 50 percent WE Employer evaluation; who will do the evaluation, instructor or employer. Council decides to change the language to “50 percent – WE Evaluation.”</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>v)</td>
<td>Visual Communications Design Certificate and Diploma</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the change to Admissions Requirements for Visual Communications and Design Certificate and Diploma.</td>
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<td>D. Sargent noted that under admission requirements on page 201, it says that more information available on website, but the information on website have not been updated yet.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>b)</td>
<td>Policy Standing Committee</td>
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<td>i)</td>
<td>C.3.9 Degree Standards</td>
<td>M. Tunnah presented this policy, explaining that this policy was recently reviewed and deemed to be redundant due to the development of other policies that cover all aspects of C.3.9. To avoid this duplication and confusion, C.3.9 was forwarded for community feedback to eliminate this policy. Now, the policy has returned to Education Council to rescind it officially.</td>
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<td>Item</td>
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<td>Discussion</td>
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<td><strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council recommends the Board of Governors rescind C.3.9 Degree Standards Policy.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>ii)</td>
<td>D.3.10 Aboriginal Education Enrolment</td>
<td><strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council recommends the Board of Governors approve D.3.10 Aboriginal Education Enrolment Policy and Procedures.</td>
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<td>M. Tunnah gave an update on regarding the insertion of new language under Timeline for Course Registration – “For CS courses, two seats will be held for Aboriginal students until two weeks prior to the course start date”. M. Tunnah asked if the policy procedures can be approved with this insertion as number 10.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>D. Sargent gave an update on Tribunal Training day, which is on February 23rd. The agenda for the training day has not been finalised yet.</td>
</tr>
<tr>
<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>J. Zakoor mentioned that the deadline for curriculum development submission is February 24th, and all proposals will be coming forward to the Committee for review.</td>
</tr>
</tbody>
</table>

7. Chair Report
   No report.

8. Student Report
   J. Bernardo reported on activities of SUVCC.

9. Next meeting
   February 14, 2017, 3:30-5:30pm, Room 240, DTN

10. Adjournment
    The meeting adjourned at 5:16p.m.

**ATTENDEES:**
- Todd Rowlatt
- Debbie Sargent
- Nona Coles
- Taryn Thompson
- Jo-Ellen Zakoor
- David Branter
- Elle Ting
- Paul Yeung
- Dave McMullen
- Janet Theny
- Rick Cyr
- Charly Jadranin
- Andrew Candela
- David Wells
- Mike Tunnah
- Jonard Bernardo
- Kathryn McNaughton
- Shaima Jaff
GUESTS:  
Gordon McIvor  
Lucy Griffith  
Pervin Fahim  
Dennis Innes  
Costa Karavas  
Ysabel Sukic  
Brian Beacham

RECORDING SECRETARY:  
Harwinder Sekhon

Todd Rowlatt, Chair  
VCC Education Council
Revised Decision Note

3 January 2017

PREPARED FOR: Education Council

ISSUE: Change to Admission Requirements for TESOL Certificate and Diploma

BACKGROUND:
This proposal, presented by Carrie Leggatt, describes an expansion of the admissions requirement regarding English language course requirement for the TESOL credentials. In addition to first year university English the change would allow a university level humanities course to fulfill the requirement as long as the course has a significant writing component or is “language-rich”.

DISCUSSION:
A significant discussion took place on how best to word the humanities course requirement. Committee members pointed out that some humanities courses have writing components that are mainly statistical for instance. The question as to why the change was necessary or positive, since a degree is necessary to enter the TESOL programs and therefore any applicant is almost sure to have first year university English, also came up. In the end “First year University English with a minimum C+, or equivalent” then a note after that statement reading: “Applicants who present a degree from a recognized post-secondary institution without an English course may be considered for admission by approval of the Department/Program area” was agreed to.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the Change to Admission Requirements for TESOL Certificate and Diploma.

Prepared by:
David Branter
Chair, Curriculum Committee
PREPARED FOR: Education Council

ISSUE: New Program: LPN Perioperative Program Advanced Certificate

BACKGROUND:
This proposal, presented by Julie Gilbert at the Curriculum Committee meeting of 20 December 2016, describes a new program to be delivered by VCC in collaboration with Vancouver Coastal Health Authority, Fraser Health Authority, Interior Health Authority and Providence Health. In addition one-time funding was received through the Ministry of Advanced Education to pilot this program. The developers decided to delay presenting at Education Council so the proposal did not appear on the January 2017 agenda. The proposal is on the February Council agenda.

DISCUSSION:
At the December 2016 Curriculum Committee meeting the committee asked for clarity regarding currency of work experience. There were also some details regarding information or style on Course Outlines or in the PCG. Those changes have been made.

RECOMMENDATION: Curriculum Committee recommends Education Council recommend the Board of Governors approve the New Program: LPN Perioperative Program Advanced Certificate.

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):** LPN Perioperative Program

**ANTICIPATED START DATE:** October, 2017

<table>
<thead>
<tr>
<th>Curriculum Developer: Julie Gilbert / Aileen Barnes</th>
<th>Title: D.H. / A.D.H.</th>
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</thead>
<tbody>
<tr>
<td>School/Centre: School of Health Sciences</td>
<td>Department: Practical Nursing</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:jgilbert@vcc.ca">jgilbert@vcc.ca</a></td>
<td>Phone/Ext.: 604-871-7000 (5130)</td>
</tr>
</tbody>
</table>

**A) DEVELOPMENT TYPE** (select all that apply)

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

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

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

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

X Program Content Guide

X Course Outline(s)

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

Course name and number: NURS 1130 Introduction to LPN Perioperative Theory

Course name and number: NURS 1131 LPN Perioperative Techniques

Course name and number: NURS 1132 LPN Perioperative Clinical Preceptorship

(Add additional lines if required)

C) RATIONALE

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

   For new courses, provide a rationale for developing the course.

<table>
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<tr>
<th>Vancouver Coastal Health approached Vancouver Community College (VCC) to partner in the offering of a perioperative program for Licensed Practical Nurses. One-time funding through the Ministry of Advanced Education for Health Education Pilot Programs was applied for and has been obtained, providing the opportunity to develop, implement and evaluate this pilot program. Future funding to be determined following the evaluation of the pilot.</th>
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<tr>
<td>This LPN Perioperative Program will be offered in partnership between Vancouver Community College and Health Authorities in the province of British Columbia. The initial pilot project will be offered in partnership with Vancouver Coastal Health Authority (VCHA), Fraser Health Authority (FHA), Interior Health Authority (IHA) and Providence Health</td>
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<tr>
<td>Currently, there are no programs in B.C. to educate LPN’s for work in the perioperative setting. Currently the B.C. Health Authorities send employees to other provinces for this education. The students of this VCC LPN Perioperative Program would be recommended for admission by individual health authorities. Clinical placements for the program would be provided by the Health Authorities as noted in the received letters of support.</td>
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<tr>
<td>The LPN Perioperative Program will provide graduates with the opportunity to gain the specific knowledge and competencies required to nurse in perioperative areas; providing care for patients before, during and after surgery. The program will prepare experienced LPNs to work in perioperative areas within their scope of practice as defined by the current Health Professions Act of British Columbia Nurses (Licensed Practical) Regulation, Scope of Practice for Licensed Practical Nurses (CLPNBC), and Standards of Practice and Competencies for Perioperative Licensed Practical Nurses.</td>
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</table>

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

This program has received the Health Education Programs - One Time funding from the Ministry of Advanced Education to cover the costs of developing curriculum and offering a pilot program. Following the evaluation of the pilot, further funding to offer this program will be pursued.
## CONSULTATION CHECKLIST
(select all that apply) See Appendix A for consultations guidelines.

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<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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<tr>
<td><strong>SCHOOLS</strong></td>
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<tr>
<td>Faculty/Department</td>
<td>PN Department faculty meetings:</td>
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<td>March 3, 2016 – informed of submission of program proposal. Faculty</td>
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<td>receptive to addition of this program</td>
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<td>May 5, 2016 – update on proposal submission, still awaiting official</td>
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<td>approval.</td>
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<td>Sept.1, 2016 – All present faculty advised of successful proposal. Very</td>
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<td>positive reception by faculty. Meeting minutes circulated to all faculty</td>
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<td>members. To date, four members have expressed interest in curriculum</td>
</tr>
<tr>
<td></td>
<td>development and delivery of this program. Perioperative Instructional</td>
</tr>
<tr>
<td></td>
<td>team: As guided by CID, the following meetings were held for review</td>
</tr>
<tr>
<td></td>
<td>of existing curriculum, timeline planning, determining delivery</td>
</tr>
<tr>
<td></td>
<td>methods, curriculum mapping.  Aug.23/16; Aug 29/16; Sept 15/16; Sept</td>
</tr>
<tr>
<td></td>
<td>21/16; Sept 30/16; Nov. 21/16;</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Nov 21, 2016 for involvement in transferring of online content as</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>required.</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>Tami Pearce informed of program offering by email Nov. 24, 2016.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Rachel Warick, Supervisor Assessment Centre informed of program</td>
</tr>
<tr>
<td></td>
<td>offering by email Nov. 24, 2016. Assessment Centre will review</td>
</tr>
<tr>
<td></td>
<td>program admission requirements when completed for potential program</td>
</tr>
<tr>
<td></td>
<td>and student support.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Feb. 2016 and ongoing, for proposal, curriculum development support</td>
</tr>
<tr>
<td></td>
<td>Planning session: Sept. 2, 2016</td>
</tr>
<tr>
<td></td>
<td>Scope of Practice, Guidelines/Competencies: Sept. 21, 2016</td>
</tr>
<tr>
<td></td>
<td>Curriculum mapping: Sept. 30, 2016</td>
</tr>
<tr>
<td></td>
<td>Oct. 13, 2016 re MOODLE support</td>
</tr>
<tr>
<td></td>
<td>Course Blueprinting: Nov. 25, 2016</td>
</tr>
<tr>
<td></td>
<td>MOODLE support: Nov. 22</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Informed of program offering by email Nov. 24, 2016</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>n/a – students will be supported through AVED funding</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Advised by email Nov. 24, 2016</td>
</tr>
<tr>
<td>Library</td>
<td>Informed of program offering by email Nov. 24, 2016. Library has</td>
</tr>
<tr>
<td></td>
<td>requested all textbooks once determined so that they can add to library</td>
</tr>
<tr>
<td></td>
<td>resources.</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Meetings held with Raymond Kaan and Denis Seremba on Sept 23/16</td>
</tr>
<tr>
<td></td>
<td>and Oct 27/16 regarding program Admission Requirements</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>n/a</td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>n/a</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>Facilities</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
</tr>
<tr>
<td>Safety and Security</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC/CEG</td>
<td>Health Authority representatives consulted for initial program proposal submission to Ministry of Advanced Education, letters of support received.</td>
</tr>
<tr>
<td>External partners</td>
<td>BC Nurses Union – to be consulted re future funding; date to be determined Health Authorities (Fraser Health; Providence Health; Vancouver Coastal Health; Interior Health) and Chief Nursing Advisor, B.C. Ministry of Health: teleconference held on Nov. 21, 2017 NB. Consultation with Health Authorities will be ongoing</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>College of Licensed Practical Nurses of BC Aug.31/16 Providence Health – Sept. 29, 2016 Vancouver Coastal Health: – Oct 18, 2016</td>
</tr>
<tr>
<td>PSIPS</td>
<td>NA</td>
</tr>
<tr>
<td>DQAB</td>
<td>NA</td>
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</table>

### 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>
</table>

4. College Code: _________________  Level: _______________

    Division Code: _________________  Major: _______________

#### COMPLETED BY FINANCE:
Curriculum Development Approval Form

5. Which of the following fee structure applies?

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

6. Finance Org Code: ___________________

7. Tuition for all courses: Domestic: ___________________ International: ___________________

8. College Initiative fee to be charged? ☐ Yes ☐ No

9. Student Society fees? ☐ Yes ☐ No

COMPLETED BY INSTITUTIONAL RESEARCH:

10. FTE Divisor: ___________________

11. Classification Code: _________________

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.

   __________________________  ___________________________  _____________________
   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.

   __________________________  ___________________________  _____________________
   Name                      Sign off                      Date
<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE</th>
<th>Date: _______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Revision</td>
<td></td>
</tr>
<tr>
<td>□ Approved as presented, proceed with implementation</td>
<td></td>
</tr>
<tr>
<td>□ Approved with additional minor revisions</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________</td>
<td></td>
</tr>
<tr>
<td>□ Reclassified as a significant change</td>
<td></td>
</tr>
<tr>
<td>New Course or Significant Change to a Program/Course</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO as presented, proceed to EDCO</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO with additional minor revisions</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td>New Program</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO as presented, proceed to EDCO</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to EDCO with additional minor revisions</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: __________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td>EDUCATION COUNCIL</td>
<td>Date: _______________________</td>
</tr>
<tr>
<td>Minor Revision</td>
<td></td>
</tr>
<tr>
<td>□ Received as Information</td>
<td></td>
</tr>
<tr>
<td>□ Request review of documentation from Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>□ Reclassified as major, return to Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>New Course or Significant Change to a Program/Course</td>
<td></td>
</tr>
<tr>
<td>□ Approved as presented, proceed with implementation</td>
<td></td>
</tr>
<tr>
<td>□ Approved with additional minor changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: __________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Department Leader</td>
<td></td>
</tr>
<tr>
<td>New Program</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to Board as presented, proceed to Board</td>
<td></td>
</tr>
<tr>
<td>□ Recommend to Board with additional changes</td>
<td></td>
</tr>
<tr>
<td>□ Revisions approved by Curriculum Committee Chair, proceed to Board Date: __________</td>
<td></td>
</tr>
<tr>
<td>□ Recommend significant changes, return to Dean</td>
<td></td>
</tr>
<tr>
<td>BOARD OF GOVERNORS</td>
<td>Date: _______________________</td>
</tr>
<tr>
<td>New Credential/Program</td>
<td></td>
</tr>
<tr>
<td>□ Approved, proceed to implementation</td>
<td></td>
</tr>
<tr>
<td>□ Not approved (provide reason) ________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>
Program Content Guide

Goal

The Licensed Practical Nurse (LPN) Perioperative Program (LPNPP) is an advanced certificate program designed to provide LPNs with the knowledge, skills, judgements and attitudes to perform the full range of perioperative competencies as per the College of Licensed Practical Nurses of British Columbia (CLPNBC), the Standards of Practice and Competencies for Perioperative LPNs, and the Canadian Council of Practical Nurse Regulators (CCPNR). The program supports a learning experience that is integrated, professional, collaborative, and culturally sensitive with the goal of preparing graduates to care for individuals and families at multiple life stages who are experiencing surgery. Graduates will be prepared to work in a variety of perioperative settings in partnership with the interprofessional health care team.

Admission Requirements

- Recommendation for program registration by current employer. The selection process by the employer is to include: 1) a shadow shift in the Operating Room (OR) and the applicant’s reflection of this experience; and 2) an aptitude assessment.
- Proof of current registration with CLPNBC.
- Current acute care medical/surgical experience, with a minimum of 2-3 years (or 900 hours) within the past two years as verified by present employer.
- Official transcripts for Practical Nurse education. Diploma in Practical Nursing preferred.
- Grade 12 English with a B AND
- English Language Proficiency http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/

Upon acceptance into the program, applicants must provide proof of:

- 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. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.
- Current CPR Level C: Please note that in the Vancouver Community College School of Health Sciences, CPR certification expires one year from the date of issue. Current status is required for all clinical and practicum experiences.
- Negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.
- The VCC School of Health Sciences Immunization Record (http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/programs/immunization-letter-and-form-2015.pdf) must be completed, including:
  - Pertussis/Diphtheria/Tetanus; Polio; Measles, Mumps, and Rubella; Hepatitis B; Chicken Pox; Influenza (required on an annual basis)

- Respiratory Protection

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year...
and must be performed annually. The original certificate must be presented to the Practical Nursing Department during the first week of classes.

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration

This program will be offered over the equivalent of five to six months, approximately twenty-two to twenty three weeks. The first course will be offered over eight weeks. The second course will be offered over approximately six weeks. The third course follows a preceptorship model and will be offered over approximately eight weeks.

Program Learning Outcomes

Upon successful completion of this program the student will be able to:

1. Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).

2. Apply evidenced-informed knowledge, skills and competencies required to meet the needs of the perioperative patient.

3. Utilize the nursing process when caring for the perioperative patient.

4. Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.

5. Advocate for patients and their families during the perioperative experience.


7. Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.


9. Integrate “surgical conscience” into their perioperative practice.

10. Demonstrate a caring, supportive relationship with the perioperative patient.

11. Contribute to a professional work environment by communicating effectively and establishing and maintaining respectful workplace relationships.

12. Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.
Instructional Activities, Design and Delivery Mode

Online, classroom and lab activities such as case studies, concept-based learning scenarios, simulation and clinical experience are provided to facilitate knowledge translation and to build clinical competence. Technology is used in balance with human connectedness. Through mentoring and collaboration, learners prepare to become valued contributors and future leaders in health care.

Evaluation of Student Learning

Students’ progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all theory components of the courses is 75%. The clinical / lab passing grade is Satisfactory.

Students are eligible to write one comprehensive supplemental exam for the duration of the program. To be eligible to write a supplemental exam their grade must be within 4% of the passing grade i.e. Grades between 70-74% are eligible to write a supplemental. No supplemental exam is allowed for a grade of lower than 70%.

Each course must be successfully completed prior to start of the next course.
Recommended Characteristics of Students

- Caring attitude
- Highly motivated, self-directed and organized
- Excellent communication skills
- Positive self-care
- Assertive interpersonal skills that contribute to a positive work environment
- Ability to adapt to rapidly changing patient situations
  - Flexibility in assuming diverse responsibilities in an ever-changing environment
- Good physical stamina:
  - Tolerance for standing for prolonged periods of time
  - Good manual dexterity
  - Good visual and auditory acuity
- Computer skills:
  - Competence related to email, word processing, internet searching, downloading, uploading documents, video, etc.
  - Health Authority computer related skills (order entry, e-charting, accessing and analyzing diagnostic and lab values)
- Ability to provide individualized, patient centered, collaborative care
- Ability to incorporate nursing theory, knowledge and research into clinical practice
- Commitment to life-long learning through continued education and self-reflection
- Commitment to practice based on the standards established by the College of Licensed Practical Nurses of British Columbia (CLPNBC), the Canadian Council for Practical Nurse Regulators (CCPNR) Standards of Practice and Competencies for the Perioperative Licensed Practical Nurse
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | NURS 1130 | **Introduction to LPN Perioperative Theory**  
This part time eight week course is comprised of five online modules, which provide the foundation for perioperative nursing. The student will understand the Scope of Practice of the LPN in this nursing specialty. The concepts learned in these modules are fundamental for the remainder of the program. Knowledge constructed in this course will be integrated into the theory and clinical experience of subsequent courses. | 6.0     |
| 1    | NURS 1131 | **LPN Perioperative Techniques**  
This course relates to the care of patients undergoing operative procedures within a broad range of surgical specialties. Learning will take place online, in lab and in clinical settings. The learner will discuss the physical, psychological, sociocultural and spiritual needs of patients as they relate to disease processes and the planned surgical intervention. Within each module, the learner will review basic anatomy and physiology as a basis for understanding the key steps and overall objective of a surgical procedure.  
The learner will gain an understanding of the processes of commonly performed operative procedures including standard care plans that outline the preparation of the environment, key steps in the operative procedure and immediate post-operative care requirements.  
In the simulated lab and clinical environments, the learner will begin to integrate theory to practice and will have the opportunity to practice with perioperative equipment. | 10.0    |
| 1    | NURS 1132 | **LPN Perioperative Clinical Preceptorship**  
Under the direct supervision of a preceptor the learner will provide patient care in the perioperative setting. In the roles of scrub and circulating nurse, the learner will assist in a variety of surgical procedures encompassing numerous specialties. Learners will gain experience and confidence to practice independently providing safe, competent and effective patient care. | 10.0    |

Total Program Credits: 26.0
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Minimum Pass (75%)</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>Minimum Pass (75%)</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></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>
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<td></td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>0-49</td>
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<td>W</td>
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<td>Withdrawal</td>
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<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
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</tr>
</tbody>
</table>

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

This document is not to be copied or transmitted in any form without the consent of VCC ©
# Course Name:
Introduction to Perioperative Theory

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>NURS 1130</th>
<th>Number of Credits:</th>
<th>6.0</th>
</tr>
</thead>
</table>

| Effective Date: | October, 2017 |

## Course Description:
This course is comprised of five online modules, which provide the foundation for perioperative nursing. The student will understand the Scope of Practice of the LPN in this nursing specialty. The concepts learned in these modules are fundamental for the remainder of the program. Knowledge constructed in this course will be integrated into the theory and clinical experience of subsequent courses.

## School or Centre:
School of Health Sciences

## Year of Study:
N/A

## Course History:
New Course

## Course Pre-requisites (if applicable):
Admission to the LPN Perioperative Program

## Course Co-requisites (if applicable):
N/A

## PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):
Instructional Strategies:
Online delivery to include: Case studies, group activities; discussion forums, practice quizzes, study questions, readings

Course Learning Outcomes:
Upon successful completion of this course the student will be able to:
1. Explain the role of the perioperative nurse within the interprofessional team.
2. Identify the principles of perioperative safety.
3. Explain the role of the LPN in preoperative care.
4. Identify the role of the LPN in caring for the patient during the delivery of anaesthesia
5. Explain the preparation required prior to the start of a surgical procedure.
6. Explain the preparation and care of the patient during the intraoperative phase.

Program Learning Outcomes:
Upon successful completion of this program the student will be able to:
1. Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).
2. Apply evidenced-informed knowledge, skills and competencies required to meet the needs of the perioperative patient.
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5. Advocate for patients and their families during the perioperative experience.
7. Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.
9. Integrate “surgical conscience” into their perioperative practice.
10. Demonstrate a caring, supportive relationship with the perioperative patient.
11. Contribute to a professional work environment by communicating effectively and establishing and maintaining respectful workplace relationships.
12. Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.
## 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>Percentages</td>
<td></td>
<td>75%</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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
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<td></td>
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<tr>
<td>Other</td>
<td>20</td>
<td>Discussion Forums</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 100%

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Total 120

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
- Role of the Perioperative Nurse: Individualized Patient-centered Care; Communication; Professionalism; Collaboration & Teamwork/ Decision-Making; Scrub and Circulating Roles (differentiating RN and LPN roles; outlining roles of other health care providers)
- Perioperative Safety: Electrical Safety (Electrosurgical Unit (ESU) and tourniquets); Routine Precautions; Occupational Safety; Laser Safety; Fire Safety; Latex Allergies; Patient Safety
- Preoperative Care: Patient Check-in Procedure; Role during Anesthesia; Role in Emergency Situations
- Intraoperative Care – Part 1: Aseptic Technique; Sterilization and Disinfection; Surgical Instruments; Surgical Scrub Technique; Gowning and Gloving; Surgical Counts
- Intraoperative Care – Part 2: Positioning; Skin Preparation; Draping; Wound Healing; Surgical Incisions; Sutures and Needles; Intraoperative Staplers

VCC Education and Education Support Policies

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

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: LPN Perioperative Techniques

Course Number: NURS 1131  
Number of Credits: 10  
Effective Date: October, 2017

Course Description:
This course relates to the care of patients undergoing operative procedures within a broad range of surgical specialties. Learning will take place online, in lab and in perioperative clinical settings. The learner will discuss the physical, psychological, sociocultural and spiritual needs of patients as they relate to disease processes and the planned surgical intervention. Within each module, the learner will review basic anatomy and physiology as a basis for understanding the key steps and overall objective of a surgical procedure.

The learner will gain an understanding of the processes of commonly performed operative procedures including standard care plans that outline the preparation of the environment, key steps in the operative procedure and immediate post-operative care requirements.

In a simulated lab and perioperative clinical environment, the learner will begin to integrate theory to practice and will have the opportunity to practice with perioperative equipment.

Course Pre-requisites (if applicable):
Satisfactory completion of NURS 1130 Introduction to Perioperative Theory

Course Co-requisites (if applicable):
N/A

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):
Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
1. Explain the psychosocial needs of patients undergoing surgery
2. Demonstrate patient positioning according to specific surgical procedure
3. Demonstrate appropriate skin preparation and draping according to specific surgical procedure
4. Describe the requirements of a surgical count and instrumentation
5. Determine appropriate equipment and supplies for specific surgeries
6. Identify the care and management of surgical specimens
7. Explain special nursing considerations related to specific patient needs as well as the surgical procedure
8. Discuss ethical and legal issues related to perioperative nursing
9. Discuss professional practice issues related to perioperative nursing

Program Learning Outcomes:
Upon successful completion of this program the student will be able to:
1. Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).
2. Apply evidenced-informed knowledge, skills and competencies required to meet the needs of the perioperative patient.
3. Utilize the nursing process when caring for the perioperative patient.
4. Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.
5. Advocate for patients and their families during the perioperative experience.
7. Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.
9. Integrate “surgical conscience” into their perioperative practice.
10. Demonstrate a caring, supportive relationship with the perioperative patient.
11. Contribute to a professional work environment by communicating effectively and establishing and maintaining respectful workplace relationships.
12. Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.
### 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 in field and lab 75% in theory</td>
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</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
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<td>Research Paper</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Discussion Forum as per rubric</td>
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<tr>
<td>Field Experience</td>
<td></td>
<td>Satisfactory clinical competency assessments as per rubrics</td>
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<tr>
<td>Lab Work</td>
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<td>Satisfactory skills checkouts and integration as per rubrics</td>
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<tr>
<td>Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>C - Clinical</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></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:

- Preoperative care
- Intraoperative care
- Perioperative safety
- Ethical and legal issues
- Risk management
- Nursing leadership in the context of perioperative nursing practice.
- Special considerations of specific populations i.e. pediatric patient
- LPN role during anesthesia: Psychosocial needs of patients; Patient positioning; Incision & skin preparation; Draping; Surgical counts & instrumentation; Equipment and supplies; Specimen care; Special nursing considerations

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---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>

VCC-CD-20150901
### Course Name:
LPN Perioperative Preceptorship

### Course Number:
NURS 1132

### Number of Credits:
10

### Effective Date:
October, 2017

### Course Description:
Under the direct supervision of a preceptor the learner will provide patient care in the perioperative setting. In the roles of scrub and circulating nurse, the learner will assist in a variety of surgical procedures encompassing numerous specialties. Learners will gain experience and confidence to practice independently providing safe, competent and effective patient care.

### School or Centre:
School of Health Sciences

### Year of Study:
N/A

### Course History:
New Course

### Course Pre-requisites (if applicable):
Successful Completion of:
- NURS 1130 Introduction to Perioperative Theory
- NURS 1131 LPN Perioperative Techniques

### Course Co-requisites (if applicable):
N/A

### PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
- Journal including self-reflections
- Collaborative learning plan
- Assigned readings
- Research portfolio
- Skills and role tracking tool
- Clinical experiences
- Online activities
- Pre/post conference

Course Learning Outcomes:
Upon successful completion of this course the student will be able to:
1. Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).
2. Apply the evidenced-based knowledge, skill and competence required to meet the needs of the perioperative patient.
3. Utilize the nursing process when caring for the perioperative patient.
4. Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.
5. Advocate for patients and their families during the perioperative experience.
7. Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.
9. Integrate “surgical conscience” into their perioperative practice.
10. Demonstrate a caring, supportive relationship with the perioperative patient.
11. Contribute to a professional work environment by communicating effectively, establishing and maintaining respectful workplace relationships.
12. Analyze the impact of current health care trends on facility policy and the delivery of health care in the

Program Learning Outcomes:
Upon successful completion of this program the student will be able to:
1. Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).
2. Apply evidenced-informed knowledge, skills and competencies required to meet the needs of the perioperative patient.
3. Utilize the nursing process when caring for the perioperative patient.
4. Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.
5. Advocate for patients and their families during the perioperative experience.
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12. Analyze the impact of current health care trends on facility policy and the delivery of health care in the
**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>&quot;S&quot;Satisfactory: All components of the evaluation plan must be met</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td>Satisfactory final Evaluation as per rubric (Self, preceptor and instructor evaluations)</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Satisfactory Journal - as per rubric</td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td>Satisfactory research portfolio as per rubric</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Satisfactory skills and role tracking rubrics</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Total 300

**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 could include a combination of the following:
- Care of Patients Undergoing General Surgery (hernia, breast, gastrointestinal, biliary)
- Care of Patients Undergoing Gynecology & Obstetrical Surgery
- Care of Patients Undergoing Urology Surgery
- Care of Patients Undergoing Plastic Surgery
- Care of Patients Undergoing ENT/ Neck/ Ophthalmology Surgery
- Care of Pediatric Patients Undergoing Surgery & Professional Practice
- Care of Patients Undergoing Orthopedic Surgery
- Care of Patients Undergoing Vascular & Thoracic Surgery
- LPN role in cardiac arrest & emergency situations
- Care of Patients Undergoing Neurosurgery
- Risk Management
- Ethical and Legal Issues
- Leadership
- Professional Practice Issues

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
PREPARED FOR: Education Council

ISSUE: New Courses: Improve Your Grammar Intermediate Focus A ELSK 0746; Improve Your Grammar Intermediate Focus B ELSK 0747; Improve Your Grammar Advanced Focus A ELSK 0766; Improve Your Grammar Advanced Focus B ELSK 0767

BACKGROUND: This proposal, presented by Carrie Leggat, had been to Curriculum Committee in December of 2016. These grammar courses have been created to allow students an opportunity to focus on improving that single skill. They are a follow up to Improve Your Pronunciation courses which have proved popular.

DISCUSSION: In December the committee asked that Course Learning Outcomes be worked on, in consultation with an Instructional Associate, in order to differentiate outcomes for Focus A and Focus B. This was done and the committee viewed the results at the meeting of 16 January. The Course Descriptions have been simplified and minor changes were made to the Evaluation plans. At the January meeting some typos were spotted and have been corrected.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the New Courses: Improve Your Grammar Intermediate Focus A ELSK 0746; Improve Your Grammar Intermediate Focus B ELSK 0747; Improve Your Grammar Advanced Focus A ELSK 0766; Improve Your Grammar Advanced Focus B ELSK 0767.

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): ELSK 0766 Improve Your Grammar Advanced Focus A, ELSK 0767 Improve Your Grammar Advanced Focus B, ELSK 0746 Improve Your Grammar Intermediate Focus A, ELSK 0766 Improve Your Grammar Intermediate Focus B

ANTICIPATED START DATE: Feb 2017 and May 2017

Curriculum Developer: Carrie Leggatt
Title: Department Head
School/Centre: Arts and Sciences
Department: EAL
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: __________________________________________

☐ 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
Curriculum Development Approval Form

☐ 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: ELSK 0746 IYG Intermediate A
   
   Course name and number: ELSK 0747 IYG Intermediate B
   
   Course name and number: ELSK 0766 IYG Advanced A
   
   Course name and number: ELSK 0767 IYG Advanced B
   (Add additional lines if required)

C) RATIONALE

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a follow-up to Curriculum Committee (December 2016). In December, curriculum committee asked that the courses be differentiated so that students could more clearly see the difference between a Focus A class and a Focus B. After consulting with the IRA team and CID, we altered the learning outcomes as well as made changes to the wording in the course description and classroom strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Are there any expected costs as a result of this proposal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty salary</td>
</tr>
</tbody>
</table>
**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>
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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></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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<tr>
<td>Assessment Centre</td>
<td></td>
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<tr>
<td>Centre for Instructional Development</td>
<td>Meeting January 11, 2017</td>
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<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Financial Aid</td>
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<td>Learning Centre</td>
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<tr>
<td>Library</td>
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<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
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<tr>
<td>Related additional Student Services</td>
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<tr>
<td>VCC International and Immigrant Education</td>
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<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
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<tr>
<td>Communications and Marketing</td>
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<td>Facilities</td>
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<tr>
<td>Finance</td>
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<tr>
<td>Information Technology (IT)</td>
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<td>Institutional Research (IR)</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
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<td>PAC/CEG</td>
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<td>Affiliation, Articulation and/or Accreditation bodies</td>
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<tr>
<td>PSIPS</td>
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<tr>
<td>DQAB</td>
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</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

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

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

COMPLETED BY FINANCE:

3. Finance Org Code: ________________
E) FINAL REVIEW AND SIGN OFF

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Leggatt</td>
<td>C.Leggatt</td>
<td>January 3, 2017</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wells</td>
<td>D. Wells</td>
<td>January 11, 2017</td>
</tr>
</tbody>
</table>

**Course Name:** Improve Your Grammar Intermediate Focus A  

**Course Number:** ELSK 0746  
**Number of Credits:**  
**Effective Date:** May 2017

**Course Description:**  
This course focuses on intermediate grammatical structures to improve students' spoken and written English. Key components of the course are the analysis of grammatical form, meaning, and usage. Students are given opportunities for grammar practice and production.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Access</td>
<td>Post-secondary Preparatory</td>
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</tbody>
</table>

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**  
CLB 4 Listening  
CLB 4 Speaking  
CLB 4 Reading  
CLB 4 Writing

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

**PLAR (Prior Learning Assessment & Recognition)***  
☒ No  ☐ Yes (details below):
Instructional Strategies:
lecture, self-study, group work, and ongoing feedback.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1) Use a variety of techniques and strategies to improve oral and written intermediate level grammar
2) Recognize intermediate grammatical structures, such as word forms, prepositions, verb tenses, subject-verb agreement, modals (ability/necessity) basic coordination and subordination in spoken and written English.
3) Use intermediate level grammar with improved accuracy in spoken and written English.

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>Satisfactory/Unsatisfactory</td>
<td></td>
<td>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>Instructor and Self Analysis of Grammar on 4 Oral Samples</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Instructor and Self Analysis of Grammar on 4 Written Submissions</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Active Class Involvement</td>
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</table>

Total 100

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

**Resource Material(s):**

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

1. Strategies and techniques specific to improvements in spoken and written intermediate level grammar
2. Parts of Speech
3. Word Order and Basic Sentence Structure
4. Present Tense (Simple and Progressive)
5. Past Tense (Simple and Progressive)
6. Future Tense (Simple and Progressive)
7. Modals (Ability/Necessity)
8. Subject-Verb Agreement
9. Basic Coordination and Subordination
10. Past vs. Present Perfect Tense

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Improve Your Grammar Intermediate Focus B

**Course Number:** ELSK 0747  
**Number of Credits:**  
**Effective Date:** July 2017

**Course Description:**
This course focuses on intermediate grammatical structures to improve students' spoken and written English. Key components of the course are the analysis of grammatical form, meaning, and usage. Students are given opportunities for grammar practice and production.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Access</td>
<td>Post-secondary Preparatory</td>
</tr>
</tbody>
</table>

**Course History:**  
Revised Course

**Course Pre-requisites (if applicable):**
- CLB 4 Listening
- CLB 4 Speaking
- CLB 4 Reading
- CLB 4 Writing

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

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

Upon successful completion of this course, students will be able to
1) Use a variety of techniques and strategies to improve spoken and written intermediate level grammar.
2) Recognize intermediate level grammatical structures, such as making comparisons, question formation, progressive verb tenses, modals (advice, possibility, deduction), conjunctions, simple adjective and adverb clauses, in spoken and written English.
3) Use intermediate level grammar with improved accuracy in spoken and written English.

**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>Satisfactory/Unsatisfactory</td>
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</table>

Components and Weighting of the Assessment/Evaluation Plan:

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<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>35%</td>
<td>Instructor and Self Analysis of Grammar through Rubric on 4 Oral Speech Samples</td>
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<td>Assignments</td>
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</tr>
<tr>
<td>Quizzes/Tests</td>
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</tr>
<tr>
<td>Participation</td>
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<td>Active Class Involvement</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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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

Resource Material(s):

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

1. Strategies and techniques specific to improvements in intermediate level grammar
2. Making Comparisons
3. Perfect and Perfect Progressive Tenses
4. Overview of Tenses / Contrasting Tenses
5. Question Formation / Tag Questions
6. Modals (advice/possibility/deduction)
7. Coordinating Conjunctions / Combining Independent Clauses
8. Introduction to Adjective Clauses
9. Introduction to Adverb Clauses

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

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

| Approved by Curriculum Committee: | Approved by Education Council: |
### Course Name:
Improve Your Grammar Advanced Focus A

### Course Number:
ELSK 0766

### Number of Credits:

### Effective Date:
May 2017

### Course Description:
This course focuses on advanced grammatical structures to improve students' spoken and written English. Key components of the course are the analysis of grammatical form, meaning, and usage. Students are given opportunities for grammar practice and production.

### School or Centre:
School of Access

### Year of Study:
Post-secondary Preparatory

### Course History:
Revised Course

### Course Pre-requisites (if applicable):
- CLB 6 Listening
- CLB 6 Speaking
- CLB 6 Reading
- CLB 6 Writing

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

### PLAR (Prior Learning Assessment & Recognition):
- No
- Yes (details below):
Instructional Strategies:
lecture, self-study, group work, and ongoing feedback.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to
1) Use a variety of techniques and strategies to improve oral and written advanced level grammar
2) Recognize advanced level grammatical structures such as passive voice, noun clauses, quoted and reported speech, relative pronouns, reduced adjective clauses, parallel structure, perfect modals and conditional sentences in spoken and written English.
3) Use advanced level grammar with improved accuracy in spoken and written English.

Program Learning Outcomes:
### Evaluation/Grading System

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

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<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
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Total 100

### Learning Environment/Type

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</thead>
<tbody>
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<td>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total 40

### Resource Material(s):

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

1. Strategies and techniques specific to improvements in spoken and written advanced level grammar
2. Passive Voice
3. Adjective Clauses/Reducing Adjective Clauses/Relative Pronouns
4. Noun Clauses
5. Parallel Structure
6. Quoted Speech and Reported Speech
7. Perfect Modals
8. Conditional Sentences (Type 1)

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

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:
**Course Name:** Improve Your Grammar Advanced Focus B

**Course Number:** ELSK 0767  
**Number of Credits:**  
**Effective Date:** July 2017

**Course Description:**
This course focuses on advanced grammatical structures to improve students' spoken and written English. Key components of the course are the analysis of grammatical form, meaning, and usage. Students are given opportunities for grammar practice and production.

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<th>Course History:</th>
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<tr>
<td>Revised Course</td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
- CLB 6 Listening
- CLB 6 Speaking
- CLB 6 Reading
- CLB 6 Writing

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

**PLAR (Prior Learning Assessment & Recognition):**
- ☒ No  ☐ Yes (details below):
Instructional Strategies: lecture, self-study, group work, and ongoing feedback.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to
1) Use a variety of techniques and strategies to improve oral and written advanced level grammar
2) Recognize advanced level grammatical structures, such as gerunds and infinitives, reduced adverb clauses, modified adverbial clauses, connectives, conditionals/wishes in spoken and written English
2) Use advanced level grammar with improved accuracy in spoken and written English.

Program Learning Outcomes:
**Evaluation/Grading System**

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| Total              | 40                          |

**Resource Material(s):**

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

1. Strategies and techniques specific to improvements in spoken and written advanced level grammar
2. Gerunds and Infinitives
3. Adverb Clauses/Reduction of Adverb Clauses to Modifying Adverbial Clauses
4. Connectives that Express Cause and Effect
5. Connectives that Express Contrast and Condition
6. Conditional Sentences (Type 2 and 3) and Wishes
7. Using the Subjunctive in Noun Clauses

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
PREPARED FOR: Education Council
ISSUE: D.1.1 Educational Services Renewal policy and procedures

BACKGROUND: This policy is in place to ensure that all service areas have a chance to renew through a comprehensive process. Ensuring quality Educational Services is vital to the college and the robustness of the process contained in this revised policy supports that.

DISCUSSION: There was much discussion about who would be involved in the renewal process and how the process would gather and report out data. The renewal culminates with a report containing an action plan that will be incorporated into the service area’s planning process.

RECOMMENDATION:
Education Policy Committee provides D.1.1 Educational Services Renewal policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
**Context and Purpose**

Vancouver Community College ensures that its educational services that support and assist students, prospective students and employees are of high quality. Further, the College fosters a culture of continuous improvement in its educational service functions through learning and self-assessment.

The quality of educational services is monitored and evaluated from a number of different perspectives, including the degree to which student and staff expectations are met, the degree to which the approved goals and objectives for each Education Service Area are met, and the degree to which Education Service Areas meet or exceed exemplary practices at comparable post-secondary institutions.

**Scope and Limits**

The College & Institute Act states in Section 23(1) 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 (f) evaluation of programs and educational services.

Education Service Area renewals will occur every 5-7 years.

**Statement of Policy Principles**

1. Quality services are vital to ensuring student success.
2. The college and/or service areas will encourage students to access services through various promotional activities.
3. The College will strive to ensure services are accessible to all students.
4. Educational services are governed by the College’s vision, mission and strategic direction.
5. Educational services are also guided by professional practice standards.
6. Educational services will establish criteria for evaluating success over the renewal cycle.
7. Educational services must change as new or previously unrecognized student needs emerge.
8. Educational services employ quantitative and qualitative methods of monitoring and evaluation.
9. When available, regional, national, or international standards are used for benchmarking purposes.

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

RELATED POLICIES & LEGISLATION
C.3.2 Program Review & Renewal Policy

RELATED PROCEDURES
Refer to D.1.1 Education Services Renewal Procedures
**DEFINITIONS**

Education Services Areas include:
- Registrar's Office
- Financial Aid
- Advising
- Counselling
- Disability Services
- Assessment Centre
- Interpreting Services
- Student Services
- Arbiter of Student Issues Office
- Library
- Learning Centre
- Centre for Instructional Development
- Indigenous Education and Community Engagement
- International Education
- Continuing Studies
- Peer Helpers
- Front Desk Reception
- New Education Service areas as they arise

**PROCEDURES**

1. The Dean/Director will be responsible to initiate and guide the renewal process in consultation with faculty/instructors, staff and administrators.

2. Education Service Area renewals will be conducted every 5-7 years. The VP Academic, Students & Research will establish this schedule.
3. Every Education Service Area will have the following general standards and essential elements regardless of their specific function:
   a. Mission
      i. A mission statement that is compatible with the College’s vision, mission and strategic direction; compatible with professional standards and reflects a commitment to student learning and development
   b. Organization
      i. Clearly stated goals and objectives
      ii. Updated operational manuals and guidelines
      iii. Organizational chart
   c. Resources
      i. Employees with relevant skills and qualifications to accomplish mission, goals, and objectives
      ii. Employees professional development opportunities
      iii. Space, technology infrastructure and other required resources relative to existing needs and anticipated growth
   d. Policy and governance
      i. Policies and practices that align with governance requirements of the respective education service area
   e. An outline of best practices, ethical principles, standards, statements, or codes that guide the educational service area, as applicable.

4. The Education Service Area renewal will include an internal self-study undertaken by faculty/instructors, staff, and administrators that systematically reviews and generates a written report on strengths, weaknesses, needs, and recommendations for quality improvement. The self-study will be based on a broad range of indicators relevant to the Education Service Area. The indicators or metrics will be agreed upon through consensus among the Dean/Director, faculty/instructors, staff and administrators of the Service Area. Identification of relevant metrics that can be gathered on an annual basis to assist in monitoring demand, quality, operational efficiency and effectiveness of the Education Service Area. Factors to consider when developing service performance metrics may include but are not limited to:
   a. Demand:
      i. Trends in demand
      ii. Demand at comparator institutions
      iii. Relationship between service demand and student success and access
      iv. Information about demographics and demand
   b. Quality:
      i. National standards, legislation and other benchmarks
      ii. Link to service standards
      iii. Measures of clients’ opinions of quality and other feedback (surveys, focus groups, etc.)
      IV. Expert opinions on quality (consultants, specialists, etc.)
      V. Quality measures at comparator institutions
      VI. Mandated service provision or service standards
      VII. Relationship between service quality and student satisfaction, health and wellness

Comment [p1]: EDCO PC: Clarify "broad range of indicators" or identify how they are chosen e.g. they will be agreed upon collaboratively with the director.

Comment [p2]: In response to Policy Committee’s comments the following has been added to the procedures:
1. The indicators or metrics will be developed by the Service Areas in consultation with the Dean/Director, faculty/instructors, staff and administrators.
2. Factors to consider when developing service performance metrics i to iv have been added.
c. Operational efficiency and effectiveness:
   I. Effectiveness of service delivery
   II. Effectiveness of technology and tools used for the delivery of such services
   III. Trends in revenue and expenses
   IV. Revenue and expenses in comparable departments or comparable institutions
   V. Ratios of administrators/support staff, full-time/part-time/temporary staff, faculty/instructors
   VI. Requirements for specialized equipment and/or IT, related capital and support costs, etc
   VII. Space quantity and quality and ratios of space per staff, space per student; fluctuations in space needs by time of day/year, etc.
   VIII. Space and accessibility for staff and clients, modifications and costs to meet accessibility requirements
   IX. Effectiveness of health and wellness initiatives

5. The renewal will also include an external review, conducted by a panel of at least two professionals with expertise in the Education Service Area. This review will include a site visit, with a focus on benchmarks and emerging standards that any similar Education Service Area can reasonably be expected to achieve. The panels will be provided a copy of the self-study report. Input from the broader College community will be included Protocol for identification and selection of the panel members will be developed by the VP Academic, Students & Research or respective Senior Administrator in co-operation with the Dean/Director, faculty/instructors, staff and student representative. The external review panel will prepare a report and submit to the VP Academic, who will then share that report with the appropriate Dean/Director.

6. A report with an action plan prepared by the Service Area in consultation with the Dean/Director that includes a summary of the self-study and external review findings.
   a. An institutional response to the report prepared by the Vice President Academic, Students & Research or respective Senior Executive.
   c. A review by the Education Council with a subsequent update to the Board of Governors regarding any recommendations they may decide to make.

7. The outcomes of the report and action plan will inform the College and service area’s planning process. The report goes into the yearly departmental integrated planning process.

8. The action plan will be reviewed and updated each year by the department and Dean/Director.

9. A copy of each of the following documents
a. The External Panel Review;
b. The Response of the VP Academic; and
c. The Self-Study Report;

will be kept in the office of the VP Academic and in the Archives.

Comment [JE3]: Note that there was then discussion re how these documents and the service review are to connect; and also how this process is to connect to other existing processes of institutional data collection – points for discussion.
PREPARED FOR: Education Council
ISSUE: D.4.6 Student Attendance and Participation policy and procedures

BACKGROUND: This policy needed to be revised to ensure similar language to the amended C.1.1 grading, progression and withdrawal policy in the area of requiring students to withdraw.

DISCUSSION: Discussion at policy committee focused on ensuring consistent policy language and on ensuring faculty have broad discretion on why they can withdraw students from a course.

RECOMMENDATION: Education Policy Committee provides D.4.6 Student Attendance and Participation policy to Education Council for information and recommends it be posted for community feedback.

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

Title Requirements for Student Attendance and Participation Policy
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students & Research
Last Revised/Replaces
Effective Date May 15, 2012
Signed by Education Council

February 8, 2017

CONTEXT AND PURPOSE

This policy addresses the College’s expectations about attendance, participation and other, similar requirements while a student is enrolled at Vancouver Community College (VCC).

This Policy and its related Procedures addresses expectations about attendance, timeliness, participation and other, similar requirements at VCC. This Policy acknowledges the broad range of requirements that may be appropriate for different subject areas and different learning methodologies.

Departments may establish explicit requirements around attendance, timeliness, participation and other, similar requirements. These explicit requirements must be reflected in all approved Program Content Guide, Course Outline, and/or Departmental Manuals.

External educational experiences such as work experience or internships sponsored by agencies and/or accreditation bodies may have additional requirements related to attendance, timeliness and participation.

SCOPE AND LIMITS

This Policy and its related Procedures applies to students while they are enrolled in a course or program, or involved in other educational activities such as work experience or internships.

This Policy and its related Procedures applies to applicants in the process of meeting program entrance requirements, such as interviews, auditions, observation experiences, work experiences, and assessments.
STATEMENT OF POLICY PRINCIPLES

1. To achieve success, applicants and students must meet certain requirements which may include timeliness, participation in theory and practice, hands-on manipulation of equipment, laboratory simulations and practical applications.

2. Failure to meet these requirements may result in a student failing a course or receiving a lower grade.

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

RELATED POLICIES & LEGISLATION

C.1.1 Grading, Progression and Withdrawal
C.1.2 Appeal of Final Grade
D.4.3 Student Code of Conduct (Non-educational Matters)
D.4.5 Student Educational Conduct

RELATED PROCEDURES

Refer to Procedure D.4.6 Requirements for Student Attendance and Participation.
DEFINITIONS

Excused absences: Absences reported in advance of the absence, wherever possible, or that suitable documentation be provided to support the absence. All other absences will be reported as unexcused absences.

Participation: Refers to active involvement in all scheduled activities which can include participation in discussions, participation in group work, hands-on manipulation of equipment, laboratory simulations and practical applications, submission of assignments and, online or distributed learning activities.

Timeliness: Refers to arriving on time for educational activities returning in a timely manner from breaks.

PROCEDURES
Where departments choose to adopt student attendance, timeliness and participation requirements, the following shall apply:

1. The departmental requirement will be included in the Program Content Guide, Course Outline and/or Department Manuals:
   a. A description of the attendance, timeliness, participation and other requirements, including a definition of excused absences as it relates to the program or department
   b. A rationale for the requirements
   c. Consequences for the student of not following the requirements

2. Instructors will comply with the requirements established by their department.

February 8, 2017

Requirements for Student Attendance and Participation Procedures
Page 1 of 2
3. Please refer to policy C.1.1 Grading, Progression and Withdrawal for details on procedures requiring a student to withdraw. Instructors are only permitted to require a student to withdraw from a course for failure to meet non-educational standards outlined in VCC policies. Failure to meet attendance requirements may impact a student’s ability to progress in a course or program due to safety concerns and/or professional practice standards. Students who wish to appeal a decision under this policy that affects their final grade may appeal their grade through the College’s Policy C.1.2 Appeal of Final Grade.

4. Departments will ensure VCC applicants and students enrolled in external educational activities such as work experience or internships sponsored by agencies and/or accreditation bodies will observe the attendance, timeliness and participation requirements established by these external bodies.

RELATED POLICY

Refer to Policy D.4.6 Requirements for Student Attendance and Participation
INFORMATION NOTE

PREPARED FOR: Board of Governors
DATE: February 8, 2017
ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL ELECTIONS
Education Council has its elections for this year in its December 2016 meeting. All elections were by acclamation. The following members were elected for the period of January-December 2017:

- Chair of Education Council: Todd Rowlatt
- Vice Chair of Education Council: Jo-Ellen Zakoor
- EDCO Executive Members: Taryn Thomson and Paul Yeung
- Chair of Appeals Committee: Debbie Sargent
- Chair of Curriculum Committee: David Branter
- Chair of Education Policy Committee: Michael Tunnah
- Chair of Program Review and Renewal Committee: Jo-Ellen Zakoor

NEW PROGRAM DEVELOPMENT: LPN Perioperative Certificate Program
The Licensed Practical Nursing (LPN) Department is developing an LPN Perioperative Certificate in partnership with Health Authorities in BC. One-time funding of $299,402 has been received from the Ministry of Advanced Education to develop, implement, and evaluate a pilot program with Vancouver Coastal Health (VCHA), Fraser Health (FHA), and Interior Health (IHA). VCHA developed curriculum for this program in 2013 but the program was never launched; VCHA has shared the curriculum with VCC.

Graduates of this program will learn the specific knowledge and competencies required to nurse in perioperative areas (providing care for patients before, during, and after surgery). Experienced LPNs will be able to further their education and expertise, and address the urgent need for Operating Room (OR) nurses, meeting one of the key health human resources priorities of the Ministry of Health.

Currently, there are no advanced OR nursing education programs in BC. The nearest comparable program is at MacEwan University in Edmonton. BC Health Authorities are sending LPNs out of province to obtain perioperative education.

The program is 24 weeks long, and will be a mix of theory taught online by VCC instructors, and practical education experience supported by the health authorities using either a preceptorship model (faculty supported) or practicum model (faculty led). The anticipated start date is October 2017.
IMPLEMENTATION OF GRADING POLICY AND UPDATES TO ALL PCGS

Education Council approved a major revision to the C.1.1 Grading, Progression, and Withdrawal Policy at its June 2016 meeting. These policy changes apply to all programs starting on or after August 1, 2016, and require that all Program Content Guides (PCGs) be updated with a new grading standard chart. This table, located on the last page of all PCGs, lists letter grades and the associated GPA. The new table will also show percentage ranges next to the letter grades (e.g. A = 85-89%).

Departments were consulted and provided their preferred grading chart. These were all inserted into the PCGs, and other minor formatting and typos were corrected as well. The corrected PCGs were sent back to department leaders for final confirmation. The work was completed on time by mid-August. The work was organized and completed by Nicole Degagne, Education Council Assistant, and David Branter, the Chair of Curriculum Committee. I thank them for their outstanding work.

EDUCATIONAL POLICY DEVELOPMENT:
This is an update on educational policy development from July to December 2016.

<table>
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<tr>
<th>Policy</th>
<th>Status</th>
<th>Target Completion</th>
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<tbody>
<tr>
<td>Policies Recently Approved / To Be Approved</td>
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<td></td>
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<tr>
<td>C.1.2 Appeal of Final Grade</td>
<td>Major revision of student appeal of final grade policy that simplifies the process while maintaining a fair and accessible right of appeal. EDCO is final approval body.</td>
<td>December 2016</td>
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<td>Minor update approved by the Board</td>
<td>November 2016</td>
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<td>C.3.9 Degree Standards</td>
<td>To rescind</td>
<td>February 2017</td>
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<td>C.3.14 Curriculum Development and Approval</td>
<td>Minor update approved by Board</td>
<td>September 2016</td>
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<td>D.3.10 Aboriginal Education Enrolment Policy</td>
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<td>February 2017</td>
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<td>Policies Currently Under Review at Policy Committee</td>
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<tr>
<td>C.3.3 Criteria for cancelation of Programs leading to Certificates, Diplomas or Degrees</td>
<td>Small working group formed (including VP-Academic and Chair of Policy Cmte) to review and make revisions.</td>
<td>June 2017</td>
</tr>
<tr>
<td>D.1.1 Education Services Review</td>
<td>Currently out for community feedback</td>
<td>April 2017</td>
</tr>
<tr>
<td>D.3.5 Prior Learning Assessment &amp; NEW Transfer Credit</td>
<td>2 policies in final stage of review.</td>
<td>April 2017</td>
</tr>
<tr>
<td>D.4.6 Requirements for Student Attendance and Participation</td>
<td>Up for 5 year review. Minor revisions only are expected</td>
<td>June 2017</td>
</tr>
</tbody>
</table>

SUMMARY OF CURRICULUM APPROVALS:
Education Council and Curriculum Committee approved the following curriculum from July to December 2017.
Education Council approved:

- Updated course outlines for the Certificate in Online eLearning program: EDUC 4150, 4151, 4152
- Revisions to the Career Awareness Certificate program
- The curriculum for the Professional Cook 1 Certificate and Professional Cook 2 Advanced Certificate programs
- The curriculum for the Canadian Business Management Post Degree Diploma program
- The name change for the Dental Technology program to: Dental Technology Sciences Diploma program
- Changes to the Program Content Guide for the first year Environmental Studies Certificate program
- The new course: CMPT 1501 Visual Business Analytics with Tableau
- Revisions to the four Advanced Entry Nursing transition courses
- The curriculum for the ABE Graduation and the ABE Intermediate Certificates, and updated course outlines for ABE courses
- The new course: VOVI 0840 iOS for the Visually Impaired
- The curriculum for the new program Computer Aided Drafting (CAD) and Building Information Modelling (BIM) Technician Diploma program

Curriculum Committee approved:

- Revisions to Improve Your Pronunciation course outlines: ELSK 0646, 0647, 0666, 0667
- Revisions to course outlines for ENGL 1001 Integrated Language Support 1 and ENGL 1101 English
- Revisions to the Program Content Guide for First Year University Transfer Computing Science and Software Systems
- Resequencing of courses for the Automotive Service Technician Diploma program

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: January 31, 2017
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.

2016 HIGHLIGHTS
- Integrated Plan, Academic Plan, 2016/17 Enrolment Plan
- Academic Schedule 2017/18
- Grading Policy Implementation
- Program Review Summary
- Changes to K-12 curriculum
- Research Ethics Board
- Reports on Partnerships: PIDP, Samsung, Open Door
- Reports on Contract Training, Education Agreements, and Continuing Studies Non-Credit Courses
- Updates on Programs: LINC, Culinary Arts, Baking & Pastry Arts Indigenous Program
- Student Academic Awards
- Curriculum Development Funded Projects

Proposals for new programs:
- Associate of Arts Degree
- Associate of Science Degree
- CAD & BIM Certificates: Architectural Technician, Civil-Structural Technician, and Steel Detailing Technician
- CAD & BIM Technician Diploma
- CAD Technician Citation
- Denturist Diploma
- Early Childhood Care and Education Post-Basic Advanced Certificate
- Environmental Studies Certificate
- Licensed Practical Nursing Perioperative Program
- Post-Degree Diploma in Canadian Business Management
- Pre-Health Sciences Certificate
- Visual Communication and Design Diploma & Certificate

MEETINGS
Education Council met on the second Tuesday of each month, except July and August. Additional special meetings were held in March and in June.

2016 meeting dates:
- January 13
- February 9
- March 8
- March 29
- April 12
- May 10
- June 14
- June 28
- September 13
- October 11
- November 8
- December 13
MEMBERSHIP
Chair: Todd Rowlatt
Vice Chair: Jo-Ellen Zakoor
Executive: Todd Rowlatt, Jo-Ellen Zakoor, Jan Weiten, Leah Nusgart

Faculty, Arts & Sciences
- Andrew Candela Nov 2016-Oct 2018

Faculty, Arts & Sciences
- Jan Theny Nov 2014-Oct 2018

Faculty, College At Large
- David Branter Nov 2012-Oct 2018

Faculty, College At Large
- Taryn Thomson Nov 2013-Oct 2017

Faculty, Health Sciences
- Jo-Ellen Zakoor Nov 2013-Oct 2017

Faculty, Hospitality & Applied Business
- Mike Tunnah Nov 2014-Oct 2018

Faculty, Instructor Education, Centre for Instructional Development, Music
- Elle Ting Nov 2015-Oct 2017

Faculty, Library & Learning Centre
- Todd Rowlatt Nov 2009-Oct 2017

Faculty, Student Services
- Nona Coles Nov 2010-Oct 2018

Faculty, Transportation Trades
- Rick Cyr Nov 2015-Oct 2017

Dean, School of Health Sciences
- Debbie Sargent Nov 2014-Oct 2017

Dean, School of Arts & Sciences
- David Wells Jan 2015-Oct 2017

Registrar
- Dave McMullen Dec 2015-Oct 2017

Vice President, Academic, Students & Research
- Kathryn McNaughton Sep 2015-Oct 2017

Support Staff, College At Large
- Paul Yeung Nov 2015-Oct 2017
- Charly Jadranin Nov 2015-Oct 2017

Student, Broadway Campus
- Shaima Jaff Nov 2016-Oct 2017
- Jan De Leebeeck Nov 2015-Feb 2016
- Steven Botel Nov 2016-Dec 2016
- Jonard Bernardo Nov 2016-Oct 2017
- Olivia Bridge Nov 2016-Dec 2016

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 2016, Curriculum Committee approved 11 proposals and recommended 27 proposals to Education Council. They also approved an omnibus motion related to updating all program content guides to reflect changes to the Grading policy.

**Approved by Curriculum Committee:**
- Automotive Service Technician Diploma
  - BIOL 0983, BIOL 0993
  - BIOL 2104
- Digital Graphic Design Diploma
- EAL Pathways Certificate and Advanced Certificate
- ELSK 0646, ELSK 0647, ELSK 0666, ELSK 0667
- ENGL 1001, ENGL 1101
- ENGL 1100, ENGL 1200
- Interior Design Certificate
- PSYS 0983, PHYS 0992
- University Transfer Computing Science and Software Systems Certificate

**Approved by Education Council and/or Board of Governors:**

**Arts & Sciences**
- Career Awareness Certificate
- CRIM 1150 Introduction to Criminology, CRIM 1160 Canadian Legal System
- Fundamentals of English courses: ENGL 0611, ENGL 0612, ENGL 0613, ENGL 0621, ENGL 0622, ENGL 0623, ENGL 0631, ENGL 0632, ENGL 0633, ENGL 0641, ENGL 0642, ENGL 0643, ENGL 0651, ENGL 0652, ENGL 0653, ENGL 0661, ENGL 0662, ENGL 0663
- ELSK 0930 Intensive Academic Reading and Writing
- First Year University Transfer Environmental Studies Certificate
- SIGN 3000 American Sign Language Level 3
- VOVI 0711, VOVI 0712, VOVI 0721, VOVI 0722
- VOVI 0840 iOS for the Visually Impaired

**Continuing Studies**
- Fashion Design & Production Diploma
- Renal Dialysis Technician Citation
- CMPT 1501 Visual Business Analytics with Tableau

**Health Sciences**
- Advanced Entry Bachelor of Science in Nursing Degree
- Certified Dental Assisting Distance Certificate
- Certified Dental Assisting Onsite Certificate
- Dental Reception Coordinator Certificate
- Dental Technology Sciences Diploma
- Health Care Assistant Certificate
- NURS 3160 Mental Health Nursing
- Pre-Health Sciences Certificate
Hospitality, Food Studies & Applied Business
   Canadian Business Management Post Degree Diploma
   Hospitality Management Degree
   Professional Cook 1 Certificate and Professional Cook 2 Advanced Certificate

Library, Teaching, and Learning Services
   EDUC 4150 Online/eLearning Principles and Processes, EDUC 4151 Design and Develop Interactive eLearning, EDUC 4152 Delivery of eLearning

Trades, Technology & Design
   CAD & BIM Technician Certificates: Architectural Technician, Civil-Structural Technician, Steel Detailing Technician
   CAD & BIM Technician Diploma
   CAD Technician Citation
   Visual Communications and Design Certificate and Diploma

MEETINGS
Curriculum Committee met on the third Tuesday of each month, except in July. Additional special meetings were held in May and in October.

2016 meeting dates: January 19 February 16 March 15
   April 19 May 3 May 17
   June 21 August 16 September 20
   October 15 October 18 November 15
   December 20

MEMBERSHIP
   Alicia Copp Mokkonen, Faculty, Library & Learning Centre
   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
   Emily Simpson, Faculty, Library & Learning Centre
   Garth Manning, Faculty, Centre for Instructional Development
   Jacqui Harrison, Faculty, Instructor Education
   Jo-Ellen Zakoor, Vice Chair, Education Council (Ex Officio)
   Kathryn McNaughton, Vice President, Academic, Students, and Research
   Ken McMorris, Faculty, Arts and Science
   Mario Trettenero, Faculty, Transportation Trades
   Raymond Kaan, Associate Registrar
   Sally Gibson, Faculty, Hospitality and Applied Business
   Scott Urquhart, Faculty, Transportation Trades
   Sheetal Donaldson, Faculty, Health Sciences
   Stefan Lukits, Faculty, Arts and Science
   Todd Rowlatt, Chair, Education Council (Ex Officio)
   Vacant, Faculty, Counseling and Disability Services
   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 2016, Education Policy Committee reviewed 20 policies and recommended 10 policies to Education Council.

Approved by Education Council and/or Board of Governors:
C.1.1 Grading, Progression & Withdrawal
C.1.2 Appeal of Final Grade
C.1.3 Granting of Credentials
C.1.4 Assignments of Credit
C.3.1 Program Advisory Committee
C.3.14 Curriculum Development and Approval Process
D.1.3 Copyright
D.1.5 Use of Library Resources
D.6.1 Lending and Borrowing College Equipment

Rescinded by Education Council and/or Board of Governors:
D.4.4 Students Required to Withdraw

In Governance Review:
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.2.3 Student Financial Aid
D.3.5 Prior Learning Assessment & Recognition
D.3.10 Aboriginal Education Enrolment
D.4.6 Requirements for Student Attendance and Participation
New Transfer Credit
New Timetable

MEETINGS
Education Policy Committee met on the second Wednesday of the month, except July.

2016 meeting dates: January 13 February 10 March 9
April 13 May 11 June 8
August 31 September 14 October 12
November 9 December 14
MEMBERSHIP

Kathy O’Donnell, Faculty, Arts and Science
Elle Ting, Faculty, Centre for Instructional Development
Dave McMullen, Registrar
Craig McGuigan, Director, Student Services
Dennis Innes, Dean, Trades
Doug Mauger, Faculty, Instructor Education
Ella-Fay Zalezsak, Faculty, Library & Learning Centre
Erin Lenz, Operations Manager, Centre for Continuing Studies
John Demeulemeester, Faculty, Hospitality and Applied Business
Heather Barclay, Faculty, Arts & Sciences
Karen Brooke, Faculty, Instructor Education
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
Paul Yeung, Support Staff
Richard Cyr, Faculty, Transportation Trades
Shirley Lew, Dean, Library, Teaching, and Learning Services
Tanny Marks, Arbiter, Student Issues (Ex Officio)
Taryn Thomson, Faculty, Arts & Sciences
Todd Rowlatt, Chair, Education Council (Ex Officio)
Tony Yaklin, Faculty, Trades, Technology & Design
Zach Crispin, Student Representative

APPEALS OVERSIGHT COMMITTEE

Chair:  Debbie Sargent

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 2016, the Appeals Oversight Committee revised its terms of reference, reviewed and edited the Final Grade Appeal policy, and planned appeal tribunal training for early in 2017.

MEETINGS

The Appeals Oversight Committee met four times: March 1, June 6, Sept 27 and Dec 1.

MEMBERSHIP

Craig McGuigan, Director, Student Services
Dave McMullen, Registrar
Dennis Innes, Dean, Hospitality, Food Studies, and Applied Business
Janet Theny, Faculty, Arts & Sciences
Jennifer Gossen, Program Coordinator, Centre for Continuing Studies
Jo-Ellen Zakoor, Faculty, Health Sciences
Tanny Marks, Arbiter of Student Issues
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Student Representative
PROGRAM REVIEW AND RENEWAL COMMITTEE
Chair: Jo-Ellen Zakoor
The Program Review and Renewal Committee is 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.

The PRR Committee was established in 2016. It finalized its terms of reference, reviewed the annual program review process, the curriculum development funds process, and began a review of the program renewal process.

MEETINGS
The Program Review and Renewal Committee meets on the fourth Tuesday of each month, except for July, August, and December.

MEMBERSHIP
Brett Griffiths, Dean, Trades, Technology & Design
Brian Beacham, Director, Institutional Research
Charly Jadranin, Support Staff, Financial Aid
Claire Sauve, Senior Program Coordinator, Continuing Studies
Garth Manning, Faculty, Centre for Instructional Development
Jo-Ellen Zakoor, Faculty, Health Sciences
Kathryn McNaughton, Vice President, Academic, Students & Research
Marilyn Heaps, Faculty, Centre for Instructional Development
Monique Passen, Faculty, Hospitality
Pervin Fahim, Coordinator, VP Academic, Students & Research
Shirley Lew, Dean, Library, Teaching & Learning Services
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Student Representative
# EDCO Calendar

**Updated:** February 2017

## AT EACH MEETING

<table>
<thead>
<tr>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
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- 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

## ANNUAL UPDATES/REPORTS

<table>
<thead>
<tr>
<th>EDCO Annual Report</th>
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<tbody>
<tr>
<td>Deans and Directors</td>
<td>X X</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>X</td>
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<tr>
<td>Academic Plan</td>
<td>X X X X</td>
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<tr>
<td>Enrolment Plan</td>
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<tr>
<td>Contract Training (VP ASR)</td>
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<tr>
<td>Affiliation Agreements (VP ASR)</td>
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## MEMBERSHIP

<table>
<thead>
<tr>
<th>Elect EDCO Members</th>
<th>X</th>
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<tbody>
<tr>
<td>Elect EDCO Chair, Vice Chair, Executive, Standing</td>
<td>X</td>
</tr>
<tr>
<td>Elect Standing Committee Chairs (Curriculum, Education Policy, Appeals Oversight, Program Review and Renewal)</td>
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<tr>
<td>Appoint Administrative Representatives</td>
<td>X</td>
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<tr>
<td>Standing Committee Members</td>
<td>X</td>
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<tr>
<td>Training/orientation for new Standing Committee Chairs</td>
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<tr>
<td>EDCO member orientation</td>
<td>X</td>
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<tr>
<td>Standing Committee member orientation</td>
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## CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Update on CD funding</th>
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<tbody>
<tr>
<td>Review of curriculum documents (Curriculum Committee and EDCO)</td>
<td>X</td>
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<tr>
<td>Program Renewal Schedule</td>
<td>X</td>
</tr>
<tr>
<td>Annual Program Reviews Update</td>
<td>X</td>
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<tr>
<td>Non-credit course outlines (Continuing Studies)</td>
<td>X</td>
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## EVENTS

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<thead>
<tr>
<th>Planning Retreat</th>
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<tr>
<td>VCC Day</td>
<td>X</td>
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