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<tr>
<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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<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Acknowledgement</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<tr>
<td>3.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>December 12, 2017 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>4.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>November 14, 2017 Minutes</td>
<td>Approval</td>
<td>3-7</td>
</tr>
<tr>
<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>None</td>
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<td>6.</td>
<td>Business Arising</td>
<td></td>
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<tr>
<td>a)</td>
<td>International Education presentation</td>
<td>15 min</td>
<td>Jennifer Gossen</td>
<td>Memorandum of Understanding</td>
<td>Information</td>
<td>8-9</td>
</tr>
<tr>
<td>b)</td>
<td>VCC and Adler University Partnership</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Concept Paper: Business and Project Management</td>
<td>10 min</td>
<td>Dennis Innes</td>
<td>Concept Paper</td>
<td>Information</td>
<td>10-21</td>
</tr>
<tr>
<td>7.</td>
<td>Committee Reports</td>
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<tr>
<td>a)</td>
<td>Curriculum Standing Committee</td>
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<tr>
<td>i)</td>
<td>Update: International Culinary Arts Program</td>
<td>5 min</td>
<td>Dennis Innes</td>
<td>Decision Note, CDAF, PCG, course outlines</td>
<td>Approval</td>
<td>22-46</td>
</tr>
<tr>
<td>ii)</td>
<td>Update: Auto Glass Apprenticeship</td>
<td>5 min</td>
<td>Brett Griffiths</td>
<td>Decision Note, CDAF, course outline</td>
<td>Approval</td>
<td>47-56</td>
</tr>
<tr>
<td>iii)</td>
<td>Denturist Revised Program documents</td>
<td>10 min</td>
<td>Debbie Sargent</td>
<td>Decision Note, CDAF, PCG, program map, course outlines</td>
<td>Approval</td>
<td>57-189</td>
</tr>
<tr>
<td>iv)</td>
<td>Update: Terms of Reference</td>
<td>5 min</td>
<td>David Branter</td>
<td>Terms of Reference</td>
<td>Approval</td>
<td>190-191</td>
</tr>
<tr>
<td>v)</td>
<td>Update: PN Admission Requirement Changes</td>
<td>5 min</td>
<td>Debbie Sargent</td>
<td>Decision Note, CDAF, PCGs</td>
<td>Approval</td>
<td>192-224</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
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<td>b)</td>
<td>Policy Standing Committee</td>
<td>30 min</td>
<td>Mike Tunnah, Dave McMullen, Dave Stevenson, Sheri Wiwchar, Tanny Marks, Andrew Candela, Taryn Thomson</td>
<td>Information Note, policy, procedures</td>
<td>Information</td>
<td>225-229</td>
</tr>
<tr>
<td></td>
<td>i) C.1.6 Registration</td>
<td></td>
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<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal report</td>
<td>Information</td>
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<tr>
<td>8.</td>
<td>Elections</td>
<td>15 min</td>
<td>Dave McMullen</td>
<td></td>
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<tr>
<td>a)</td>
<td>Chair</td>
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<td>b)</td>
<td>Vice-Chair</td>
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<td>c)</td>
<td>Two Executive Committee Members</td>
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<td>d)</td>
<td>Standing Committee Chairs</td>
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<tr>
<td>i)</td>
<td>Curriculum Committee</td>
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<td>ii)</td>
<td>Education Policy Committee</td>
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<tr>
<td>iii)</td>
<td>Program Review &amp; Renewal Committee</td>
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<tr>
<td>iv)</td>
<td>Appeals Oversight Committee</td>
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<tr>
<td>9.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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</tr>
<tr>
<td>10.</td>
<td>Student Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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<td>10.</td>
<td>Next meeting: January 9, 2018 3:30-5:30pm BWY 5025</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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<tr>
<td>11.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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# Vancouver Community College

## EDUCATION COUNCIL

### MEETING MINUTES - DRAFT

**November 14, 2017, 3:30 – 5:30 pm, Room 5025, BWY**

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:32pm. T. Rowlatt welcomed new members R. Kunka, K. Sanchez, and K. Crossett to Education Council.</td>
</tr>
<tr>
<td>2.</td>
<td>Acknowledgement</td>
<td>T. Rowlatt acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumix̱w (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.</td>
</tr>
<tr>
<td>3.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council adopt the agenda for the November 14, 2017 meeting as amended. T. Rowlatt added item 6c Notice of Election. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council approve the minutes from the October 10, 2017 meeting as amended. D. Sargent asked for clarification on the “collaboration with George.” T. Rowlatt explained this was the collaboration with the George Hotel. All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>T. Rowlatt reported that there has been no further progress with the collaboration with the George Hotel. D. McMullen reported that discussions are ongoing between the Registrar’s Office and Advising about clear advising procedures for cross-listed courses. A handout is being developed and will be posted on the website, as well as forwarded to Education Council. T. Rowlatt presented the information note regarding decanal representations on Education Council and the Standing Committees. It was noted that there was an error, and D. Innes will sit on Policy Committee and S. Lew will sit on Curriculum Committee.</td>
</tr>
<tr>
<td>6.</td>
<td>Business Arising</td>
<td><strong>a) Update on eTextbooks</strong> S. Lew updated the Council on current pilot projects with Texidium and Pearson’s MyLab. Texidium is currently being piloted with Culinary and Hospitality courses, and offers textbooks from any publisher as well as open source textbooks. The Culinary arts pilot is showing low adoption rate despite strong incentives for students such as a lower price for textbooks. This may be challenging due to the recent changes in the department and the potential challenges of having a mobile device in the kitchen versus a physical book. However, students are becoming more comfortable with the platform. Faculty initiated the Hospitality Texidium pilot, and all three courses use open textbooks, which have zero cost for students. Feedback has been positive from both students and faculty. C. Karavas is developing an online MATH 1111 Moodle course to integrate with the Pearson MyLab pilot in January 2018. There will be no cost to students who participate in the pilot cohort. P. Yeung asked if students would be able to access the Pearson material for life. S. Lew explained the goal is to negotiate lifetime access.</td>
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<td>S. Lew also raised awareness for the Zed Cred Program launched by KPU. This is a credentialed program with zero textbook cost – all textbooks used in the program are open source. Council acknowledged and thanked S. Lew for the time and work she has done on facilitating agreements with these two pilot programs, particularly with Texidium.</td>
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<tr>
<td>b)</td>
<td>Program Review Schedule</td>
<td>K. McNaughton presented the Program Review Schedule through 2021/2022. This schedule was created to ensure appropriate resources are allocated towards renewals and accreditations. Going forward, all VCC reviews will have an external review component. K. McNaughton also let the Council know that accreditation budget will likely be separated from CD funds.</td>
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<tr>
<td>c)</td>
<td>Notice of Election</td>
<td>T. Rowlatt gave notice to Council that the elections for EDCO Chair, Vice-Chair, two Executive seats, and the four Standing Committee Chair positions will be held at the December meeting, as per our annual calendar.</td>
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<tr>
<td>7.</td>
<td>Committee Reports</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the curriculum documents for the Early Childhood Care and Education program. G. McIvor and K. Jovanovic presented the ECCE curriculum documents. The redesigned program will offer students a more comprehensive certificate program in Early Childhood Care and Education, with the option to continue on or return within five years to complete a Post-Basic Diploma. J-E. Zakoor asked about the need for two PCGs versus one, which Curriculum Committee has been recommending. K. Jovanovic explained that two PCGs will make the transition period easier for students, but the PCGs will be phased into one at a later time once the market has had time to adjust to the new program structure. D. McMullen agreed to two PCGs with the caveat that they merge in two to three years. P. Yeung asked if the regular Health Sciences procedure for the negative TB skin test would apply. K. Jovanovic agreed that it would. She also clarified the physician’s assessment letter is a direct requirement from the Ministry of Children and Family Development, but is currently under review with the articulation committee. The Council agreed that the “Year of Study” section of the 1000-level and 2000-level course outlines should reflect first-year or second-year post-secondary level, respectively. It was also suggested to include the 5-year return timeframe language from the Diploma PCG in the Certificate PCG.</td>
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<td>D. Sargent asked for clarification on SECD resources as an instructional strategy. K. Jovanovic described that this resource can be used both at home and in the classroom, and compiles articles and videos from around the world. The resource is just being implemented at institutions in B.C. that teach ECCE programs.</td>
<td></td>
<td>15 approve, 0 oppose, 1 abstain. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td><strong>ii)</strong> New Program Documents: HMT Diploma</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the curriculum documents for the new Heavy Mechanical Technician Diploma program.</td>
<td>B. Griffiths presented the curriculum documents for this new program. The program is two years in length and covers the training in the certificate program plus additional training in higher-level skills such as electronics. International Education indicated a belief there will be high demand for this program. B. Griffiths noted they are in conversation with BCIT to use another bay at the Annacis Island campus for this program. K. Crossett recommended including that a passing grade of 70% is required in all courses be included in the “Evaluation of Student Learning” section of the PCG. It was also noted that the correct grading scale needs to be inserted. There was discussion around supporting Canadian socio-cultural competencies and English language skills in the program. B. Griffiths explained that there are two courses built in on socio-cultural competencies that take place each Friday for the duration of program. Ideally, all instructors will be trained to teach this course. Students will be referred to the Learning Centre if additional help is required. Specifically, B. Griffiths noted students will be learning to orient themselves in Canadian culture and the expected behaviour in the workplace rather than focused English language development. English language development will be embedded into the program. K. McNaughton noted that there is an ongoing discussion about embedding college-wide socio-cultural competencies. Future conversations will include D2 table discussions and workshop opportunities in order to get this information out to the College. All in favour. <strong>Motion carried.</strong></td>
</tr>
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<td><strong>iii)</strong> New Course: CLFE 0311 Career Literacy Foundations</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the new course CLFE 0311 Career Literacy Foundations.</td>
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<td>Item</td>
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|      |       | A. Candela and S. Ivits presented the new course. This course will assist in supporting students in exploring career options at a fundamental literacy level, which will meet a community need. The course aims to develop student self-awareness, concrete action plans and improve retention in the program by helping student define a clear timeline and career goals. It was noted that the Decision Note needs correcting for confusing sentence-structure.  
All in favour. **Motion carried.** |
| b)  | Policy Standing Committee | M. Tunnah provided a brief overview of the policy. This policy relates to the VCC Library’s selection of materials, and updates include greater consultation with the College community on necessary resources. T. Rowlatt added that the policy defines that the library should be collecting widely in support of the College’s programs and openly on various perspectives.  
**Education Council agreed to post D.1.2 Selection of Library Materials for community feedback.** |
|      | D.1.2 Selection of Library Materials | M. Tunnah noted that the feedback window for policy community feedback has increased from two to three weeks in this updated version of the policy. K. McNaughton added that there is a flowchart for this policy, and it will be posted on the policy webpages. |
|      | A.3.2 Policy Development & Maintenance | M. Tunnah noted that the feedback window for policy community feedback has increased from two to three weeks in this updated version of the policy. K. McNaughton added that there is a flowchart for this policy, and it will be posted on the policy webpages. |
| c)  | Appeals Oversight Committee | D. Sargent described the success of Tribunal Training, and how the Committee is currently exploring options on how to continue the traction of keeping participants involved. Some options include a VCC Day session or lunch and learns. Next steps include continuing training with the Student Union and Board of Governors, as well as potentially developing an online version of the training.  
D. Sargent also reported that the Committee is developing a repository of appeal information to track and collect statistics on the various types of appeals. No personal information will be included in the database. The repository will be kept within the Education Council files. The Committee is also looking at the decision-making authority of the tribunal panel, and how panel recommendations can be enforced.  
Council thanked D. Sargent for the immense amount of work she has done around appeals at VCC and Tribunal Training. |
<p>| d)  | Program Review and Renewal Committee | J-E. Zakoor let Council know that Program Reviews were due on November 1 and sessions will be beginning in the New Year. The Committee is continuing to work on strengthening CD fund criteria and is working towards having accreditation fees removed from CD funds while still retaining the same amount of funds. The Council agreed with this decision, and K. McNaughton noted M. Kowalski is open to this idea provided strong business cases are included. |</p>
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<td>7.</td>
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<td>P. Yeung asked if proposals that did not receive funding from last year would receive priority this year. T. Rowlatt explained this has not previously been the case, but the suggestion will be taken back to the Committee to discuss. J-E. Zakoor noted that priorities for funding usually look for completion of projects, are part of the strategic plan or are under review. She noted that they are also looking for accountability for funded projects. M. Tunnah requested that any changes to criteria come before EDCO for information and feedback. T. Rowlatt agreed, and updated criteria will likely come forward to the December or January meeting. J-E. Zakoor also briefly outlined her experience as a QAPA observer at Okanagan College in October. More information will be forthcoming, but she noted that the audit is looking for how VCC promotes continuous quality improvement, and if there are plans in place to address quality.</td>
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<td>8.</td>
<td>Chair Report</td>
<td>T. Rowlatt noted that C.3.3 Suspension and/or Discontinuance of Programs and the ECCE program are on the Board of Governors meeting agenda tomorrow, November 15, 2017. He also gave a report on the Academic Governance Council meeting held at the end of October.</td>
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<td>9.</td>
<td>Student Report</td>
<td>N/A</td>
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| 10.  | Next meeting   | **Education Council Planning Day November 24, 2017**  
EDCO Morning Session: 8:00am-12:00pm, BWY G222, G221  
Lunch: 12:00-1:00pm, G222  
Next Regular Meeting: December 12, 2017 3:30-5:30pm DTN 240                                                                                                                              |
| 11.  | Adjournment     | **Motion:** Moved by J. Theny and seconded THAT Education Council adjourn the November 14, 2017 meeting. All in favour. **Motion carried.** The meeting was adjourned at 5:11pm.                                                                                                                      |

**ATTENDEES:**  
Todd Rowlatt  
Dave McMullen  
Paul Yeung  
Debbie Sargent  
Kimberly Sanchez  
Jo-Ellen Zakoor  
Kathryn McNaughton  
Janet Theny  
David Wells  
Teresa Omelus  
David Branter  
Andrew Candela  
Nona Coles  
Karen Crossett  
Mike Tunnah  
Taryn Thomson  
Elle Ting  
Robert Kunka  

**REGRETS:**  
Sayad Ali Mousavi Azad  

**GUESTS:**  
Gordon McIvor  
Nicole Degagne  
Katarina Jovanovic  
Marilyn Heaps  
Brett Griffiths  
Shantel Ivits  
Shirley Lew  

**RECORDING SECRETARY:** Carlie Deans
VCC and Adler University partner to expand educational, health services

VANCOUVER, B.C. – In the spirit of collaboration and shared community health goals, Adler University Vancouver is teaming up with VCC to expand opportunities for students.

A Memorandum of Understanding (MOU) was signed this week that articulates a commitment to explore partnership possibilities that improve health, educational advancement, and community connections. Among the agreement’s initial goals is to establish at VCC Adler Community Health Services (ACHS) — a division of Adler University that, until now, was exclusive to its Chicago Campus.

“Adler Community Health Services is eager to begin impacting community health and wellness in the greater Vancouver region,” said Kevin Osten-Garner, Psy.D., and executive director of ACHS. “We look forward to our collaborative pilot project at VCC that will expand mental health wellness for students.”

Although the institutions vary in makeup, leaders have pinpointed several opportunities for VCC and Adler University Vancouver to collaborate, including, but not limited to:

- Providing new flexible and client-centered ACHS services at VCC;
- Developing joint funding proposals to support the new health services, and other shared initiatives;
- Creating pathways for VCC graduates and employees to pursue advanced studies at Adler University;
- Providing scholarships for VCC graduates and employees to study at Adler University;
- Sharing community partners to extend the institutions’ reach and impact within greater Vancouver; and
- Organizing and promoting seminars, conferences and workshops for faculty, staff and students.

“This partnership is especially wonderful because it’s about students helping students,” said Kathryn McNaughton, Ph.D., and VCC vice president — academic, students and research. “Adler University doctoral students will provide additional mental health support that we know VCC students will benefit from.”

“We are excited about the potential of this pilot project at VCC that can complement the existing student services to further our joint commitment to better meeting the mental health needs of our students,” added Jenelle Davies, Executive Director of Students’ Union of Vancouver Community College.
Adler University President Ray Crossman, Ph.D., and VCC President Peter Nunoda, Ph.D., formally notarized the memorandum at a signing ceremony on Vancouver Community College’s Broadway Campus. Effective immediately, the agreement will remain in place for three years.

**About Vancouver Community College (www.vcc.ca)**
Vancouver Community College celebrates more than 50 years of inspiring students to reach their career and educational goals, offering post-secondary training in 125 programs including bachelor's degrees, diplomas, certificates and apprenticeships. With three campuses located on Broadway, Downtown and on Annacis Island, students can choose from hands-on instruction in culinary arts, business, design, health sciences, hospitality, transportation trades and music.

**About Adler University (www.adler.edu)**
Adler University educates students to engage the world and create a more just society. Established in 1952, it enrolls more than 1,400 students in master’s and doctoral programs for social change through its three campuses: Chicago, Vancouver and Online. The Vancouver campus offers master’s degrees in Counselling Psychology, Counselling Art Therapy, Organisational Psychology and Public Policy and Administration, as well as a Doctor of Psychology in Clinical Psychology. Adler University’s mission is to continue the pioneering work of Alfred Adler, the first community psychologist, by graduating socially responsible practitioners, engaging communities and advancing social justice.
“Business & Project Management”

Post-Degree Diploma

December 1, 2017

Proposed Start Date: January 2019
PART 1: CONCEPT PAPER

Department Leader: Al Petrone
Curriculum Developer / Faculty: DBM Team and CD team members (including SME in PM)
Dean: Dennis Innes
Proposal Date: December 1st, 2017

A. Purpose and Context

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

This program is being designed for international students who already hold a bachelor’s degree in any discipline and are interested in business studies in a Canadian context, with a specialization in project management. The Post-Degree Diploma in “Business & Project Management” (BPM) provides students with a solid foundation in business management and prepares them for an eventual career in project management.

This program will provide students with the knowledge, skills and experience necessary to manage small and large projects in a wide variety of fields, and facilitate their understanding of the human, physical and financial resources and complex strategic and practical management issues that are present in today’s business environment. This diploma will be delivered in four terms of study over two academic years.

Graduates of the Post-Degree Diploma in “Business & Project Management” will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Employ proven strategies and tactics in the planning, organizing, controlling, scheduling and budgeting of both small and large projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up to date principles of operations management
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Manage cross culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector

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

This program supports the Ministry AND College’s strategic vision in several areas, including:

- Increase enrollment of international students
- Expand capacity of post degree programs
- More partnership development with corporate organizations in business sector
- Increase in technology and experiential practices and programs
- Increase supply of immigrant and internationally-trained workers for senior level and specialized roles
(3) **Identify how the program supports VCC’s mission, core values, and strategic objectives?**

This program is being designed to support the continued success of the college by addressing VCC’s 5 Key Success Drivers during the development of the program.

**Educational Quality:** This program will provide a learning experience that is built on programming relevant to today’s business world and will assist students with a direct transition into the workplace.

**Operational Excellence:** This program will help to substantially increase the business programming available at VCC. This will help move the college into a position where more new programs can be developed and offered to the community.

**Financial Stability and Sustainability:** This program is being prepared with a carefully planned budget forecast. The projected returns from international tuition will help to contribute to the institution’s financial stability.

**Reputation Management:** By working with International Education staff from the outset, this program development process has received input to ensure that the diploma offered will be a welcome addition to VCC’s portfolio of international programs. The program will help boost VCC’s reputation as an institution that delivers quality international programming. Initial feedback from the current CBM cohort has been very positive.

**Business Development:** This program is being developed with input from faculty and managers across the institution. They share a common desire to create relevant and sustainable business programming for VCC.

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

This new BPM (Business & Project Management) program follows on the heels of the successful launch of the CBM (Canadian Business Management) program in the fall of 2017 – both of which fall under DBM (Department of Business Management). As the only post-degree diplomas currently being offered at VCC, they are also the only business management programs in the school. The development of future specializations in the Post-Degree Diploma in Business Management will open up new opportunities for collaboration between all business instructors on campus and help to create a larger critical mass of business expertise and new job opportunities.

B. **Program Need**

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

There are no public colleges offering a “Business & Project Management” Post-Degree Diploma in the downtown core of Vancouver. Additionally, the post-degree diploma credential is a sought after credential by international students with bachelor degrees looking to study in Canada. VCC is establishing its place in the realm of post-degree diplomas, and the “Business & Project Management” Post-Degree Diploma will help us achieve this advanced status.

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

The International Education Department at VCC has solid connections with international agents who can supply full cohorts of students for this program. With proven success recruiting for the “Canadian Business Management” Post-Degree Diploma, the International Education Department is confident that a new “Business & Project Management” Post-Degree Diploma will attract students from key international markets.

The International Education Department at VCC also has strong connections with international recruiters who can supply full cohorts of students for this program. Through the ’BC Jobs Plan, and BC’s International Education Strategy’, the province is committed to promoting BC as a high-quality education destination and increasing international student enrolment by 50%.
The Metro Vancouver regional district reports that 30,000 people arrive in Metro Vancouver from other countries every year. Statistics Canada reports that 65% of Metro’s population was born outside the city and they predict that this number will grow with increased immigration. VCC is very well positioned to serve this growing number of newcomers to the city. (Vancouver Sun, April 30, 2016)

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

During the 10-year period from 2014 to 2024, approximately 300,000 business, finance, administration and management jobs will be open in BC. The majority of these openings will be in the lower mainland region and nearly one-third of these jobs will be filled by new arrivals to the province. (BC 2024 Labour Market Outlook) These statistics support the need for additional business training in the region.

C. Competitive Analysis

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

A limited number of post-degree and PM certification programs in “Business & Project Management” are being delivered in the lower mainland by public institutions including Douglas College and Langara College, however both of these programs are one year in length, and offered to both domestic and international students (as compared to VCC program that will be two years in length, and only offered to International students). Moreover, while BCIT does not offer a post-degree diploma, they do offer an Associate Certificate program in project management (see Table below).

The new VCC program is designed to provide general business training, with a specialization in Project Management during the second year. While the program does not focus on student preparation for Project Management Professional (PMP) certification given the requirements for several years of experience, successful graduates should be able to complete the Certified Associate in Project Management (CAPM) certification upon completion of this program.

A review of the 2015 BC Business Chairs’ Articulation and Transfer minutes provides some interesting insights into how the individual schools are doing in the international market. These are notes from the meeting’s roundtable discussion:

- Langara College – Have successfully launched two post-degree diplomas. 72 international students. Running two cohorts in Business Management.
- Capilano University – International program increased to two intakes.
- Selkirk College – 100% increase in international business students. First grads of new Post Degree in Business. Post-Degree Diploma in Accounting is picking up with international students.
- BCIT – Very large focus on international students
- Ascenda School of Management – Have seen growth in the last few years…..95% of students are international.
SIMILAR POST-DEGREE “BUSINESS PROJECT MANAGEMENT” PROGRAMS IN THE LOWER MAINLAND

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credential</th>
<th>Program name</th>
<th>Credits</th>
<th>Length</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas College</td>
<td>Post-Degree Diploma</td>
<td>Project Management</td>
<td>30</td>
<td>1 year</td>
<td>Domestic: $211/credit</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>$6,350 / program</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>International: $670/credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20,098 / program</td>
</tr>
<tr>
<td>Langara College</td>
<td>Advanced PM Certificate (if</td>
<td>Business Admin (w/ PM Certificate)</td>
<td>42</td>
<td>1.5 years</td>
<td>Domestic: $5,500 / program</td>
</tr>
<tr>
<td></td>
<td>just PM), or</td>
<td></td>
<td></td>
<td></td>
<td>International: $565/credit</td>
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<tr>
<td></td>
<td>Post-Degree Diploma (if</td>
<td></td>
<td></td>
<td></td>
<td>$23,730 / program</td>
</tr>
<tr>
<td></td>
<td>combined with Business)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCIT</td>
<td>Associate Certificate</td>
<td>Project Management</td>
<td>24</td>
<td>1 year</td>
<td>$214 / credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$5,138 / program</td>
</tr>
</tbody>
</table>

(9) *Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?*
Curricular matters related to BC post-secondary business diplomas are shared and discussed at BCCAT’s Business and Commerce Articulation Committee.

(10) *Is this concept supportable and sustainable with existing and/or available resources?*
The DBM (Department of Business Management) was successfully launched in September 2017 with an initial cohort of 20 students in the CBM program. This new BPM (Business & Project Management) program will leverage off of the many existing resources already here within DBM. Accordingly, VCC has the team, space and equipment required to ‘scale up’ and launch this program, however new curriculum resources must be developed to support the program. Once established, this program will be sustainable and make a positive budget contribution to VCC.

(11) *Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?*
The program will be delivered in a cohort model, and depending on enrollment and demand, be offered three times per year (September, January and May).

(12) *What is the expected length of program (in months/years)? What is the maximum allowable time for completion?*
The program will normally be completed in two academic years. (Four terms)

(13) *How many students would you expect to enroll in each year of the program?*
We expect a minimum of 20 students per cohort. We will run three cohorts per year, so the total number of expected students would be 60 per year at minimum.

**Student Profile**

(14) *Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?*
This program is being designed to attract international students who are recent graduates of recognized undergraduate degree programs. The VCC International Education Department will recruit these students...
with the assistance of overseas recruitment agents. We expect students to be in their early twenties, a mix of genders and with limited work experience. We are recommending that students have a strong foundation in mathematics to help them cope with the demands of the program.

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

Similar to what we have done in the existing CBM program, we will assess and evaluate all incoming BPM students in Math and English during orientation week. Based on these results, we will ‘match’ those students needing extra attention to the many resources available to them in the Learning Center, Library, and within the DBM team. ‘One on one’ monitoring of each BPM student will also be facilitated by our continued involvement in the EAL pilot program.

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

This program is intended specifically for international students. Should it become available to domestic students, the program will hold two seats for Indigenous applicants. Those with disabilities and/or other underrepresented groups would also be welcome in this program and would be referred to the appropriate VCC support service area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

**Quality**

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

Consistent with our successful monitoring practices in the existing CBM program, all DBM instructors will continue to meet on a regular basis and discuss each students’ performance and progress in the DBM program. Along with reps from the International Department, the DBM team will meet regularly with all students who may be struggling to monitor student progress and resolve issue that may affect student progress, retention or completion. The program and faculty will be evaluated on an ongoing basis to ensure that program competencies are being delivered and that quality is being maintained in the program.

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

While this program does not offer a practicum, it does include capstone course in Project Management in the final term, and provide each BPM student with a solid foundation in the principles of Business and Project Management, and help prepare them for completing the CAPM certificate upon graduation.

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

Students who successfully complete this program will receive a Post Degree Diploma in “Business & Project Management”. Moreover, they should be prepared to take and pass the CAPM certificate post graduation.

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

A Business Program Advisory Committee will be formed to advise the program. As is noted in Appendix A (Consultations), we have already reached out and spoken to numerous professionals and SME’s (subject matter experts) in Project Management – several of whom have volunteered to serve on a future PAC and provide input on the design and structure of the program.
(21) **Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?**

There are existing faculty members in the DBM program who have the education and experience required to teach in the program. An appropriate Master’s degree and/or relevant industry experience and industry accreditation (PMP, CSM, etc.) will be the hiring requirements for new faculty who are engaged to teach in the program.

**Admission and Delivery**

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

The admission requirement is an undergraduate degree from an accredited university. If the degree was not granted by a university in an English speaking country, applicants will be required to have one of the following tests written within the last 24 months:

1. **IELTS** – A minimum 6.5 score overall and no score less than 6.0 on the Academic version
2. **TOEFL** – An 84 score overall and a minimum score of 21 in reading, listening, writing and speaking

The admission requirement is an undergraduate degree from an accredited university. If the degree was not granted by a university in an English speaking country, applicants will be required to have an IELTS score of 6.5 (6.0 band), or TOEFL 80 (20 minimum)

(23) **Identify pathways that assist in meeting these requirements.**

VCC has two language school partners that students will be referred to if they do not meet the admission requirements. There are existing articulation agreements with these language school partners, and students can access pathways to assist them in meeting the admission requirements.

(24) **Identify potential courses, if any, which could be developed to assist in meeting these requirements.**

(See VCC International Education Department for details and options)

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

For now, this program will be delivered full-time during the day. Some courses may be designed as a mixed-mode of delivery to allow some flexibility for students but since this is an overseas cohort, the full-time day model will allow students the opportunity to bond together as a unit, allow for maximum transportation options during the day, and facilitate their stated desire to work 20 hours per week. In a number of the courses students will be required to work together in teams on class assignments and the full-time model will facilitate this.

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

The program will be based on demand, and is currently being designed to follow a traditional academic year with three possible start dates: September, January and May.

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

Due to the difficulty involved with assessing overseas coursework, PLAR will not be available to students enrolled in this program. As this is a cohort-based program, flexible admissions will not be available.

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

The proposed curriculum will include business courses from the CBM program in Year 1, followed by a second year of courses specific to Project Management. Second year courses in project management will focus on ‘experiential’ learning as outlined in VCC’s strategic vision, and students will be exposed to both the
PMI and Agile models of project management. Upon graduation from this program, students should be prepared to earn CAPM certification. Below is a draft proposed schedule that will be finalized by a curriculum development group currently being assembled for this purpose.

Year 1

**Fall Semester**
- MGMT 1001 – Business Mathematics (45 hours; 3 credits)
- MGMT 1002 – Principles of Economics (45 hours; 3 credits)
- MGMT 1003 - Principles of Management (45 hours; 3 credits)
- MGMT 1004 – Intro to Workplace Communications (45 hours; 3 credits)
- MGMT 1005 – Organizational Behaviour (45 hours; 3 credits)

**Winter Semester**
- MGMT 1006 – Fundamentals of Marketing (45 hours; 3 credits)
- MGMT 1007 – Financial Accounting (45 hours; 3 credits)
- MGMT 1008 – E-Commerce (45 hours; 3 credits)
- MGMT 1009 – Business Systems Analysis and Design (45 hours; 3 credits)
- MGMT 1010 – Business Sustainability & Ethics (45 hours; 3 credits)

Year 2

**Fall Semester**
- PRMG 2011 – Introduction to Project Management (45 hours; 3 credits)
- PRMG 2012 – Project Planning and Scheduling (45 hours; 3 credits)
- PRMG 2013 – Project Budgeting and Cost Control (45 hours; 3 credits)
- PRMG 2014 – Project Management Quality Control (45 hours; 3 credits)
- PRMG 2015 – Project Management – Tools & Applications (45 hours; 3 credits)

**Winter Semester**
- PRMG 2016 – Project Management Leadership (45 hours; 3 credits)
- PRMG 2017 – Project Management – Risk Management (45 hours; 3 credits)
- PRMG 2018 – Project Management - Communication and Team Mgt (45 hours; 3 credits)
- PRMG 2019 – Project Management in Agile (45 hours, 3 credits)
- PRMG 2020 – Project Management – Capstone Project (45 hours; 3 credits)

**Consultation (refer to Appendix A, Consultations)**
(29) With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback (see Appendix A)

(30) With whom have you consulted externally? (see Appendix A)

**Phase In/Phase Out Plan**
(31) For existing programs that are being substantially changed (and are therefore treated as ‘new programs’ in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):
As BPM is a brand new post-degree program that falls under the recently created DBM, there is no ‘phase-out’ of any existing program at VCC.
PART 2: IMPLEMENTATION PLAN

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

NON-RECURRING COSTS (provide accurate estimates)

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware/ Software purchase</td>
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<td>Library</td>
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<tr>
<td>Furniture, phones, supplies</td>
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<td><strong>Sub-total</strong></td>
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Totals

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<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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<td>Academic Non-Recurring</td>
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<td>Capital Costs</td>
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<td><strong>Sub-total</strong></td>
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<td>$9,000</td>
<td><strong>$36,000</strong></td>
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ONGOING OPERATING COSTS (provide accurate estimates)

**Costs are per cohort**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
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<td>Faculty</td>
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<td><strong>$273,696</strong></td>
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<td>Required service courses</td>
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<td>Administrative Support</td>
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<td><strong>$52,520</strong></td>
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<td>Student Services</td>
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<td>Marketing</td>
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<td>IT Support</td>
<td></td>
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<td>Library</td>
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<tr>
<td>Lab operating costs - Salary</td>
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</tr>
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<td>Other (Marketing, Facilities)</td>
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<td><strong>$344,216</strong></td>
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PART 3: BUSINESS CASE

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

REVENUE
What is the source of funding for this program?
International tuition.

TUITION AND FEES

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<tr>
<th>Item</th>
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<th>Yr 3</th>
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<td>$16,500</td>
<td>$16,500</td>
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<td>$33,000 per student</td>
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<td>$550/Credit</td>
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<td>$16,500</td>
<td>$16,500</td>
<td>$16,500</td>
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<td>$33,000 per student</td>
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</tbody>
</table>

SIGN OFF
Dean/Director: __Dennis Innes (approved by e-mail)________________
VP Academic: __Kathryn McNaughton (approved by e-mail)__________
VP Finance: ___Marlene Kowalski (approved by e-mail)____________
I. Appendix A. Consultation

All parties below were consulted with during the 3-month period of September 7, 2017 to the present. Date, time and details of each discussion can be furnished upon request.

External

- **Greg Mulroney** (PMI – Toronto, October 13, 2017)
  Greg provided overview of the project management context as viewed by PMI (Project Management Institute), which is the original governing body in the project management arena. Greg mentioned that REP status (Registered Educational Provider) was not necessary given VCC’s reputation and standing in the educational community.

- **Qiad Jivan** (PMI – BC, October 16, 2017)
  Qaid was the first PMI representative to explain the pros and cons of the dual project management ‘worlds’ of PMI (Waterfall) and Agile. Given the limited project management experience our students have, he recommended our program be structured to prepare them for the CAPM certification instead of the PMP.

- **Mike Dewing** (PMP, Senior Project Manager – MLD Holdings, October 20, 2017)
  As one of the few individuals who is both a PMP and CSM (Certified Scrum Master – Agile), he was best able to show how the parallel worlds of PMI and Agile intersect and differ. He advised us against offering a practicum and suggested we offer a capstone project in project management.

- **Iain Palmer** (PMP, President, October 29, 2016)
  Ian felt strongly that we should co-brand this new program with the current CBM program given their common foundation in business. He also felt it was not absolutely necessary for instructors in this program to have PMP certification.

- **Denise Holleran** (Founder, Collaborators in Knowledge, Nov 2, 2017)
  Referred to us by Stacey Cerniak, Denise’s consulting company prepares professionals for both PMP and CSM certification and integrates both in a program they call “AgiFall”.

- **Stacey Cerniuk** (President & CEO – Annex Consulting, Nov 2, 2017)
  Referred to us by Ian Palmer, Stacey offered a wealth of knowledge related to project management. Having held very senior positions within the project management field, Stacey corroborated and validated many of the recommendations made above.

- **Fred McDonald** (Former Dean at VCC / Consultant on CBM Program)
  As the original author and creator of the current CBM post degree program, we met and spoke with Fred on several occasions. The biggest take-away from these sessions was Fred’s strong conviction to located this program in the same department with the current CBM program given the fact this was VCC’s only post-degree business program.

- **Ulrich Paschen** (SFU Instructor, October 31, 2017)
  As a project management instructor and consultant, Ulrich confirmed the demand for such project management programs within academia.

- **Noy Kongtakane** (Pearson Publishing, October 17, 2017)
  Noy is researching what project management resources and textbooks are available through her organization.

- **Shirley Tompkins** (Douglas College Instructor)
  As a full time instructor at Douglas College, Shirley provided some insight into the 30-credit program in project management offered at Douglas College.
Internal

- **Dave McMullen**  
  (Registrar – VCC – November 30th)
  Dave was consulted about the code for the project management courses.

- **Todd Rowlatt**  
  (EDCO Chair – VCC, Nov 6, 2017)
  As current chair of EDCO, Todd felt strongly that NOT including the word “Business” in the name of this program would set up student expectations that they were being groomed for PMP certification – which they are not eligible given their lack of experience in PM.

- **Andre Duinkirk**  
  (Manager Financial Planning – VCC - November)
  Andre completed the work on the finances on November 27th.

- **Elmer Wansink**  
  (Director of IT – VCC – November 30th)
  Consulted about possible IT and software needs.

- **Jennifer Gossen**  
  (Director of International Education, October & November, 2017)
  As Director of International, we spoke and met with Jennifer numerous times to collectively arrive at the name of the program, and to help determine the demand and scope of this new post degree diploma.

- **Garth Manning**  
  (CID – VCC, October & November, 2017)
  Met with Garth on several occasions to discuss the curriculum development phase of this program, particularly as it relates to ‘experiential learning’.

- **Steve Joyce**  
  (DBM Instructor – VCC, October & November 2017)
  Steve was an integral member of this initial research phase and joined me in most of the initial meetings held with the project management SME’s (subject matter experts) mentioned in this appendix. He also conducted initial research in similar project management programs being offered outside of BC.

- **Joel Rivera**  
  (DBM Instructor – VCC, October 2017)
  Joel was instrumental in determining that this program did not need a practicum component. His exhaustive and detailed research in this matter helped guide the development the program content and structure of this new post degree diploma.

- **Rey Chang**  
  (DBM Instructor – VCC, October 2017)
  Rey conducted initial research in similar project management programs being offered in BC.
DECISION NOTE

6 November 2017

PREPARED FOR: Education Council

ISSUE: Changes to Culinary Courses

BACKGROUND:
This proposal, presented by Collin Gill and Dennis Innes, describes changes to three courses in the International Culinary program. Catering (CULI 1509) would be added to the International program. The requirements for FOODSAFE would be taught as part of Kitchen Orientation (CULI 1501) and be removed as an Admission Requirement. Students would still have to take the FOODSAFE exam to get the certification but if they complete CULI 1501 they should be successful on the FOODSAFE exam. Modern Cuisine (CULI 2511) will be reduced from 12 weeks to 8 weeks and from 12.5 credits to 8.5 credits to compensate for the additional credits from CULI 1509. As a result of discussion (see below) the phrase “acceptance into the International Culinary or Professional Cook 1 program” to the pre-requisite box of all courses that overlap the two programs. This involves 38 courses (see list in meeting package).

DISCUSSION:
The committee asked whether the FOODSAFE admission requirement was being removed for domestic students applying for Professional Cook 1. D. Innes stated he would need to discuss this with faculty and report back to the committee chair. Having the FOODSAFE exam successfully completed in an “Upon Acceptance” section of the PCG was requested by the committee. The committee further requested a phrase (see above) appear in the pre-requisite box of the first level course outlines and that this phrase be added to all overlapping courses (see above). The committee also asked what the “or equivalent” phrase in the English admission requirements meant. D. Innes said a consultation with International Education would be prudent to ensure the appropriate assessments were recognized. The committee decided to leave the language as is at this time.

RECOMMENDATION: That Education Council approve the Changes to Culinary Courses.

Prepared by:
David Branter
Chair, Curriculum Committee
Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

**PROGRAM/COURSE NAME(S):** Culinary Arts Diploma

**ANTICIPATED START DATE:** January 2018

Curriculum Developer: Collin Gill
Title: Faculty in Culinary Arts

School/Centre: Hospitality, Food Studies and Applied Business
Department: Culinary Arts

E-mail: cgill@vcc.ca
Phone/Ext.: 

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.
  
  **NEW COURSE: CULI 1509**

- **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 *(CULI 1511)*
  - 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.)
Curriculum Development Approval Form

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: CULI 1501, CULI 1509 and CULI 2511

C) RATIONALE

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

The Culinary Department is proposing:
- Removing FOODSAFE Level 1 from the Admission Requirements
- Including FOODSAFE Level 1 in Kitchen Orientation - CULI 1501 (now CULI 1511)
- Adding the Catering Course - CULI 1509 (4 credits)
- Reducing Modern Cuisine - CULI 2511 - from 12.5 to 8.5 credits

(Program credit will remain at 73 credits and there are no changes to the Program Learning Outcomes.)

FOODSAFE Level 1 has been removed from the prerequisites added to the first course - CULI 1501. There have been numerous registration issues with international students obtaining their FOODSAFE Certificate before the start of their program. All outcomes in FOODSAFE Level 1 are covered under the current Course Learning Outcomes except one. Additionally, VCC Faculty teach FOODSAFE Level 1 in the ESL/Culinary Arts program.

Due to the addition of FOODSAFE Level 1, one change was made to the Course Learning Outcomes of CULI 1501:

Previous Course Learning Outcome - Identify and apply fundamental industry standards and procedures essential for food and kitchen safety

New Course Learning Outcome - Identify and apply fundamental industry standards and procedures essential for food, kitchen and worker safety

**CULI 1501 has been renumbered as CULI 1511 to differentiate between the Professional Cook 1 CULI 1501, which still retains FOODSAFE as an admission requirement.**

The proposed catering course will provide international students with the additional skills needed to successfully secure and maintain employment in the highly competitive catering industry. This course adds educational value to the program by providing students with an opportunity to develop skills related to business management, marketing and customer relations and skills required to work in and operate a catering business.

Training post-secondary graduates in entrepreneurial skills has been a focus of the Provincial Government. Catering is a highly competitive industry and offers many opportunities for employment and entrepreneurship. Currently, there are more than 50 catering businesses...

Modern Cuisine - CULI 2511 - is being shortened from 12.5 credits to 8.5 credits (from 12 weeks to 8 weeks). Students in the international diploma obtain service outcomes when they are taking Restaurant Customer Service – CULI 2503 – so they do not need to study those outcomes in Modern Cuisine – CULI 2511. The department is recommending that the Chef’s Table portion of this course be reduced from 6 to 4 weeks. This still gives the students sufficient time to meet the Course Learning Outcomes. As of January 2018, the department will be increasing the number of international cohort from 3 to 6 and will be increasing the number of Chef’s Table offerings from 3 to 6.

2. Are there any expected costs as a result of this proposal?
No.

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

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Culinary Arts Faculty support this initiative</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Support staff in Culinary Arts support this initiative</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Met on October 2nd to discuss language requirements and no changes are going to be made.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Discussed additional course, no concerns</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>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Discussed and adjustments made to PCG and Course outlines</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>N/A</td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>This department was involved in all discussions with these changes. They brought forward the suggestion of adding FOODSAFE Level 1 to the first course.</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
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<tr>
<td>Communications and Marketing</td>
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Curriculum Development Approval Form

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<td>Institutional Research (IR)</td>
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</tr>
<tr>
<td>Safety and Security</td>
<td>Need to state on the documents that there will be external catering</td>
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**EXTERNAL CONSULTATIONS**

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<tr>
<td>Information Technology (IT)</td>
<td>N/A</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
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</tr>
<tr>
<td>Safety and Security</td>
<td>Need to state on the documents that there will be external catering</td>
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</table>

**FEEDBACK (include date received)**

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<th>PAC/CEG</th>
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</thead>
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<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
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<tr>
<td>PSIPS</td>
<td>N/A</td>
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<tr>
<td>DQAB</td>
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</tr>
</tbody>
</table>

**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 1and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

Collin Gill _______ October 4, 2017
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.

Dennis Innes _______ October 4, 2017
Name Sign off Date
Culinary Arts Diploma
(International Cohort)

Program Content Guide

Effective Date: January 2018
Goal

The Culinary Arts Diploma (International Cohort) is designed to prepare students for employment as line cooks or third cooks in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps, and institutional kitchens.

Admission Requirements

• Grade 10 English or equivalent
  OR
• IELTS of 5.5 (no band less than 5); TOEFL iBT 68; or Canadian Language Benchmark: Listening 7, Speaking 7, Reading 7 and Writing 6

Prior Learning Assessment & Recognition (PLAR)

n/a

Program Duration

The program is 17 months. Students have a maximum of three years to complete the diploma.

Program Learning Outcomes

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.

3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.

4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.

5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.

Instructional Activities, Design and Delivery Mode

The Culinary Arts Diploma (International Cohort) focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one
A month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary theory is taught in a classroom setting and uses a combination of lecture, class discussion, and independent study to promote the development of professional practice in the food industry.

A major emphasis of the diploma program is active student participation. Students are encouraged to become self-directed and responsible for their own learning and to come to class well prepared for active participation in classroom and kitchen activities.

**Evaluation of Student Learning**

Students are evaluated through written and practical exams, assignments, projects, and portfolios. Students must receive a minimum 70% in each course to receive the Culinary Arts Diploma.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the graduation requirements for the diploma.

Students who meet all the requirements for the Culinary Arts Diploma are eligible to take the ITA’s theoretical and practical exams required for the ITA Certificate of Qualification.

**Recommended Characteristics of Students**

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements:

- Ability to communicate effectively in written and spoken English
- Physical condition and stamina to meet the demands of the culinary industry e.g. lift 50lbs.
- Ability to stand for long periods of time e.g. 5 hours or more
- Good motor skill coordination
- Ability to multi-task, with strong and efficient organizational and time management skills
- Strong reading, comprehension and study skills
- Work independently
- Maturity
- Interpersonal communication skills
- Some creativity is an asset
Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | CULI 1511 | Kitchen Orientation  
This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced. Students receive Food Safe Level 1 certification. | 5 |
| 1    | CULI 1502 | Culinary Techniques  
This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control. | 4 |
| 1    | CULI 1503 | Garde Manger & Breakfast  
This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control. | 4 |
| 1    | CULI 1504 | Baking Techniques  
This course introduces students to the principles of baking, including new terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies & tarts, yeast breads, fruit & custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products. | 4 |
| 2    | CULI 1505 | Butchery  
This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control. | 4 |
<table>
<thead>
<tr>
<th>2</th>
<th>CULI 1516</th>
<th>Cook Chill Production Kitchen I</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>CULI 1507</th>
<th>Flavour Principles &amp; Menus</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>CULI 1518</th>
<th>Short Order Café I</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>CULI 1509</th>
<th>Catering</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience in catering operations. Students plan and expedite the food, beverage and service requirements necessary for industry related events. This course introduces students to event coordination, marketing strategies, risk management and entrepreneurial skills. Emphasis is placed on customer service, leadership, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control. Students will be involved in planning and operating an external catering event as part of this course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>CULI 2501</th>
<th>Kitchen Management</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This course introduces students to kitchen management procedures, the basic principles of human resources, and Canadian Labour laws. Students continue to (re)develop their culinary career pathway.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>CULI 2502</th>
<th>Purchasing &amp; Receiving</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This course introduces students to storeroom principles</td>
<td></td>
</tr>
</tbody>
</table>
and procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Professional Cook program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 CULI 2503</td>
<td>Restaurant Customer Service</td>
<td>In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Professional Cook program to the general public.</td>
</tr>
<tr>
<td>3 CULI 2504</td>
<td>Nutritional Menu Development</td>
<td>This course introduces students to the principles of menu planning and nutrition. Students apply these principles to create a table d'hôtel menu.</td>
</tr>
<tr>
<td>3 CULI 2505</td>
<td>Advanced Cookery</td>
<td>This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.</td>
</tr>
<tr>
<td>3 CULI 2506</td>
<td>Global &amp; Vegetarian Cuisine</td>
<td>This course introduces students to traditional and ethnic cooking techniques and ingredients. Students apply these techniques to prepare a variety of global and vegetarian dishes.</td>
</tr>
<tr>
<td>3 CULI 2507</td>
<td>Advanced Baking</td>
<td>This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.</td>
</tr>
<tr>
<td>3 CULI 2508</td>
<td>Restaurant Line Cooking</td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.</td>
</tr>
<tr>
<td>Credits</td>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2509</td>
<td>Appetizers &amp; Platters</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2510</td>
<td>Advanced Butchery-Charcuterie</td>
</tr>
<tr>
<td>4</td>
<td>CULI 2511</td>
<td>Modern Cuisine</td>
</tr>
<tr>
<td>4</td>
<td>CULI 2512</td>
<td>Culinary Practicum</td>
</tr>
</tbody>
</table>

Total Program Credits: 73.0
Transcript of Achievement

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

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

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
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<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
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<td>3.67</td>
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<tr>
<td>B+</td>
<td>81-85</td>
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<td>B</td>
<td>76-80</td>
<td>Minimum Pass</td>
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<td>B-</td>
<td>70-75</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<td>2.00</td>
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<td>D</td>
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<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
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<tr>
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<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
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<td>I</td>
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<td>Incomplete</td>
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<tr>
<td>IP</td>
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<td>Course in Progress</td>
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<td>Withdrawal</td>
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<tr>
<td>R</td>
<td></td>
<td>Audit. No Credit</td>
<td>N/A</td>
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<tr>
<td>EX</td>
<td></td>
<td>Exempt. Credit granted</td>
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<tr>
<td>TC</td>
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<td>Transfer Credit</td>
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</tbody>
</table>

### Grade Point Average (GPA)

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

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

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

### VCC Education and Education Support Policies

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*This document is not to be copied or transmitted in any form without the consent of VCC ©*
### Course Name:
Kitchen Orientation I

### Course Number:
CULI 1511

### Number of Credits:
5

### Effective Date:
January 2018

### Course Description:
This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced. Students receive Food safe Level 1 certification.

### School or Centre:
School of Hospitality, Food Studies and Applied Business

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Diploma (International) program

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

### PLAR (Prior Learning Assessment & Recognition)
☑️ No ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:
(a) Describe professional responsibilities, roles, and certifications in the food service industry
(b) Describe the fundamentals of cookery
(c) Assess products for consistency and quality standards
(d) Identify and apply fundamental industry standards and procedures essential for food, kitchen and worker safety
(e) Apply employment strategies to plan personal and career pathways
(f) Identify and describe food production practices in the food industry
(g) Apply selected fundamental knife techniques to a variety of products

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:
1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Components and Weighting of the Assessment/Evaluation Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
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<tr>
<td>Exam</td>
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<td>Assignments</td>
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<td>Portfolio</td>
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<tr>
<td>Final Exam</td>
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Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<tbody>
<tr>
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<td>66</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to VCC College, Culinary Arts Program, House Guidelines, Student Services, Facilities
2. Professional Practice and Skills
3. Introduction to the Culinary Arts profession – History and Trends
4. Career Planning – Culinary Careers
5. Introduction to Health and Safety – General and Food
6. Introduction to Commercial Kitchen Equipment
7. Food Industry Stewardship
8. Introduction to Recipes – Measurement Systems
9. Introduction to Basic Kitchen Ingredients – Pantry Essentials
10. Introduction to Basic Vegetable Processing and Fabrication – Cutting Techniques
11. Introduction to General principles of Cooking – Heat
12. FOODSAFE Level 1

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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: | August 16, 2016 | Approved by Education Council: | September 13, 2016 |
### Course Name:
- Catering

### Course Number:
- CULI 1509

### Number of Credits:
- 4

### Effective Date:
- January 2018

### Course Description:
Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience in catering operations. Students plan and expedite the food, beverage and service requirements necessary for industry related events. This course introduces students to event coordination, marketing strategies, risk management and entrepreneurial skills. Emphasis is placed on customer service, leadership, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Students will be involved in planning and operating an external catering event as part of this course.

### School or Centre:
- School of Hospitality, Food Studies and Applied Business

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

### Course History:
- New Course

### Course Pre-requisites (if applicable):
Acceptance into the Professional Cook 1 Certificate program or Culinary Arts Diploma (International) program

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

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

---

VCC-C0-20150901
Instructional Strategies:
lectures, demonstration, simulations, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Identify and describe types of catering and catering business practices
(b) Identify, describe and apply marketing strategies for a catering business
(c) Apply principles, strategies and techniques for planning and operating the food, beverage and service procedures for catering events
(d) Assess products for consistency and quality standards
(e) Identify and apply fundamental industry standards and procedures essential for food, beverage and kitchen safety in a catering environment

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Evaluation/Grading System

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

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<td>Project</td>
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Total 100%

### Learning Environment/Type

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<th>Instruction Type</th>
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<tr>
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<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Total 100%

### Resource Material(s):

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

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Introduction to Catering
4. Marketing Strategies
5. Event Planning and Operations
6. Customer Relations and Service Strategies
7. Beverage and Service Operations
8. Health And Safety Principles for a off-site catering event

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FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
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<tbody>
<tr>
<td>April 18, 2017</td>
<td>May 9, 2017</td>
</tr>
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</table>
Course Name: Modern Cuisine
Course Number: CULI 2511
Number of Credits: 8.5
Effective Date: January 2018

Course Description:
This course introduces students to a variety of culinary techniques and processes that combine theoretical principles with chemistry and modern technology. Ingredients are prepared using new or adapted methodologies and equipment for molecular gastronomy. Students apply these skills by producing and serving these items in a restaurant setting and, compare traditional to modern production methods. Emphasis is placed on time management, communication and teamwork skills.

School or Centre:
School of Hospitality, Food Studies and Applied Business

Year of Study:
2nd Year Post-secondary

Course History:
Revised Course

Name of Replacing Course (if applicable):
Modern Cuisine and Restaurant

Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Diploma (International Cohort) program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):
Instructional Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:

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

(a) Apply effective time management, communication, teamwork, and math skills needed to cook and serve food in a modern restaurant
(b) Apply industry standards and procedures essential for food and kitchen safety
(c) Apply procedures essential for handling specialized equipment
(d) Identify, describe and apply scientific methods in exploration of tastes and textures
(e) Apply principles, advanced skills, and modern techniques to fermentation
(f) Apply theoretical principles, advanced skills, and modern techniques to molecular cuisine production
(g) Identify and describe the differences in the results when using traditional versus modern production methods
(h) Assess a variety of gastronomy products for consistency and quality standards

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
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<th>Evaluation Plan</th>
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<td>Final Exam</td>
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<td>Multiple Choice Exam-Final</td>
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Learning Environment/Type

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<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
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<tr>
<td><strong>Total</strong></td>
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information
2. Professional Practice
3. Health And Safety Principles
4. Equipment Use and Maintenance
5. Food Reactions
6. Cooking under Pressure
7. Compression
8. Restaurant Service

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FOR COMMITTEE USE ONLY

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

ISSUE: Revised Course: Auto Glass Apprenticeship

BACKGROUND:
This proposal, presented by David Cross and Brett Griffiths, describes Industry Training Authority (ITA)-mandated changes to the Auto Glass apprenticeship course. These include changes to Course Learning Outcomes (CLOs), contact hours and, therefore, overall credit weighting.

DISCUSSION:
The change to credit weighting triggered the motion to Education Council for this program change. Since the ITA typically gives short timelines for institutions to make their mandated changes (effectively the ITA does not take institutions’ governance processes into account) this change must be implemented for January 2018. The committee was concerned about this short timeline (as always) but the committee representative from the Registrar’s office, although expressing concern, stated that with prompt delivery of all updated curriculum documentation after the Education Council meeting, implementation could take place.

The existence of a PCG for this apprenticeship was noted. Current VCC governance practice is to recognize ITA-related training as courses that lead to students being prepared to take the exams for ITA certification. Ensuring consistency in this regard was noted as a need for the governance process to investigate and execute.

A number of typos and inconsistencies were noted and these have been corrected.

RECOMMENDATION: That Education Council approve the revised course: Auto Glass Apprenticeship.

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): Auto Glass Apprenticeship

ANTICIPATED START DATE: January 2018

Curriculum Developer: David Cross
Title: DL Auto Collision
School/Centre: School of Trades, Technology, and Design
Department: ACR
E-mail: dcross@vcc.ca
Phone/Ext.: 7543

A) DEVELOPMENT TYPE (select all that apply)

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

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

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

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

☐ Program Content Guide

X Course Outline(s)

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

Course name and number: _AGAP 1010

Course name and number: ________________________________________

Course name and number: ________________________________________

(Add additional lines if required)

C) RATIONALE

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

Changes to course are needed to align with changes to ITA competencies and technical training hours. The course hours are increasing from 60 to 90 hours. The course outcomes reflect new competencies. No change required to the evaluation plan. Finally, apprentices will be able to take the course face-face or on-line using a blended learning format.

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

No
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>X Faculty/Department</td>
<td>Consulted with the Department face to face Nov. 1. No issues with documents.</td>
</tr>
<tr>
<td>X Department Support Staff</td>
<td>Response from Mike Lem on Oct. 10.</td>
</tr>
<tr>
<td></td>
<td>• no issues with documents</td>
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<tr>
<td>Other Department(s)</td>
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<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
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<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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<tr>
<td>Assessment Centre</td>
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<tr>
<td>X Centre for Instructional Development</td>
<td>October 4, 2017 – assisted with documentation</td>
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<tr>
<td>X Counselling &amp; Disability Services (CDS)</td>
<td>No response as of deadline</td>
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<tr>
<td>X Financial Aid</td>
<td>Response from Charly Jadranin on Oct. 10.</td>
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<td></td>
<td>• no issues with documents</td>
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<tr>
<td>X Learning Centre</td>
<td>Response from Emily Simpson on Oct. 11.</td>
</tr>
<tr>
<td></td>
<td>• no issues with documents</td>
</tr>
<tr>
<td></td>
<td>• asked if our students need assistance with study habits</td>
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<td></td>
<td>• asked if there was technological support in place to access materials on-line</td>
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<tr>
<td>X Library</td>
<td>Response from Bill Nikolai on Oct. 10.</td>
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<tr>
<td></td>
<td>• no issue with documents</td>
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<tr>
<td></td>
<td>• asked if we needed any library resources</td>
</tr>
<tr>
<td>X Registrar’s Office / Advising / Recruitment</td>
<td>Response from Denis Seremba on Oct 11/12.</td>
</tr>
<tr>
<td></td>
<td>• suggested changing the name and course number</td>
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<td></td>
<td>• suggested increasing course credits to 4</td>
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<td>Related additional Student Services</td>
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<td>VCC International and Immigrant Education</td>
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<td><strong>FINANCIAL AND OPERATING</strong></td>
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<td>X Communications and Marketing</td>
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<td>Institutional Research (IR)</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
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[VCC-CDAF-20161102]
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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.

   _______________________________  ___________________________  ___________________
   Name                        Sign off                 Date
   David Cross

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
   Brett Griffiths

   Nov 1, 2017
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Automotive Glass Technician (Apprentice)</th>
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<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>AGAP 1011</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>January 2018</td>
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</table>

**Course Description:**
This course covers the principles of removal, installation, repairs and general service of all types of stationery and movable glass in motor vehicles and associated equipment. This course is offered in two delivery options; face to face and online (flexible learning).

**School or Centre:**
School of Trades, Technology and Design

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

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

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

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

[ ] No  [ ] Yes (details below):
Instructional Strategies:
The instructional strategy is comprised of 60 hours of classroom-based training and 30 hours of practical-based training. This course is delivered face to face using lecture, presentations, group work and practical instruction or online (blended) using a mix of supported online and practical instruction.

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

- Perform safety related functions
- Use tools, equipment and supplies in a safe manner
- Organize work and use documentation effectively
- Prepare vehicle for glass service
- Perform windshield repair
- Remove, repair and install components
- Remove and install glass materials
- Prepare vehicle for delivery
- Perform troubleshooting procedures

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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</thead>
<tbody>
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<td>Percentages</td>
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<td>70%</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<td>Lab Work</td>
<td>50</td>
<td>Practical assignments (activities in the shop which are evaluated on a continuous basis)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
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</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>Face to Face Cohort</td>
</tr>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>0</td>
<td>Flexible Learning Cohort (counts for 60 hrs)</td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>30</td>
<td>Face to Face and Flexible Learning Cohorts</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 90</strong></td>
</tr>
</tbody>
</table>

## Resource Material(s):

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

A. Safety, Care and Use of Automotive Glass Tools
B. Vehicle Protection
C. Damage Assessment
D. Removal Procedure
E. Installation Procedures
F. Supplemental Restraint System
G. Windshield Repair
H. Template Preparation
I. Troubleshooting Procedures

VCC Education and Education Support Policies

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

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

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | November 21, 2017 | Approved by Education Council: |   |
4 December 2017

PREPARED FOR: Education Council

ISSUE: Revised Program Documents: Denturist Diploma

BACKGROUND:
This proposal, presented by Kathy Fukuyama and Debbie Sargent, describes the changes to the Denturist program. The College of Denturists wishes VCC to offer this renewed program and, further, that be in line with the other two denturist programs in Canada at NAIT and George Brown as a 30 month diploma program.

DISCUSSION:
The committee expressed serious concern about the 120 credit weighting for the credential. It was noted that one course, DEND 2203 should be reduced from 6 credits to 5 credits. This would make the total 119 credits. In fact, the program total credit weighting has been revised to 118 credits. This did not satisfy all the concerns of committee members regarding the demands of the program but brought the credit weighting within VCC policy for diplomas. Discussion took place also regarding the realistic start date of the program in light of capital needs to have a new eight seat clinic. D. Sargent explained they start date may well have to move to September 2019. The committee asked for clarification on offering PLAR for terms 5 and 6. K. Fukuyama explained that this was intended to offer opportunities for entry into the program for internationally-trained denturists. The committee noted that any recognition of international schooling was transfer credit not PLAR.

RECOMMENDATION: That Education Council approve the curriculum documents for the revised Program: Denturist Diploma.

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

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

PROGRAM/COURSE NAME(S): Denturist Diploma Program

ANTICIPATED START DATE: Sept. 2018

Curriculum Developer: Ken Izumi/Kathy Fukuyama  Title: Department Head/Faculty
School/Centre: School of Health Sciences  Department: Dental Tech/Denturist
E-mail: kizumi@vcc.ca  Phone/Ext.: 8486

A) DEVELOPMENT TYPE (select all that apply)

X NEW PROGRAM  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.

X 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.

Year 1 Term 1
Course name and number: Professionalism 1 - DEND 1101
Course name and number: Applied Head & Neck Anatomy 1 – DEND 1102
Course name and number: Complete Dentures 1 - DEND 1103
Course name and number: Partial Dentures 1 - DEND 1104
Course name and number: Safe Practice in Denturism - DEND 1105

Year 1 Term 2
Course name and number: Professionalism 2 – DEND 1201
Course name and number: Applied Head & Neck Anatomy 2 – DEND 1202
Course name and number: Complete Dentures 2 – DEND 1203
Course name and number: Partial Dentures 2 – DEND 1204

Year 2 Term 3
Course name and number: Professionalism 3 – DEND 2101
Course name and number: Oral Pathology – DEND 2102
Course name and number: Clinical Prosthetics 1 – DEND 2103
Course name and number: Clinical Prosthetics 2– DEND 2104
Course name and number: Case Management 1 – DEND 2105
Course name and number: Pharmacology – DEND 2106

Year 2 Term 4
Course name and number: Business Management – DEND 2201
Course name and number: Gerontology – DEND 2202
Course name and number: Clinical Prosthetics 3 – DEND 2203
Course name and number: Case Management 2 – DEND 2205
Course name and number: Community Practicum 1 – DEND 2206

Year 3 Term 5
Course name and number: Professionalism 4 – DEND 3101
Course name and number: Dentures Over Implants – DEND 3102
Course name and number: Advanced Denturist Practice – DEND 3103
Course name and number: Case Management 3 – DEND 3105
Course name and number: Community Practicum 2 – DEND 3106

Year 3 Term 6
Course name and number: Managing a Denturist Practice – DEND 3204
Course name and number: Case Management 4 - DEND 3205
Course name and number: Preceptorship – DEND 3206

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

The previous denturist program at VCC was suspended pending Program Renewal. There is a need for denturist programs as there are currently no public post-secondary institutions offering Denturist education in B.C. One private college CDI- offers a Denturist program in Surrey. There are currently only two accredited Denturist programs in Canada: NAIT, Edmonton, Alberta; and George Brown College, Ontario.

Succession planning and concern re lack of prepared graduates to carry on this profession was a topic of discussion at the Denturist Association of Canada’s Annual General Meeting in September, 2016. Discussion at this table identified the average age of Denturists in Canada was 56-58 years and Denturists spoke of not being able to find young, qualified Denturists to take over their practices upon their retirement. This same concern has been mentioned by the members of the Program Advisory Committee, VCC Denturist Steering Committee and the Registrar of the College of Denturists of British Columbia. WorkBC identifies a 1.7% expected annual demand growth rate for 2014-2024. There are 120 job openings anticipated 2014-2024. The Provincial average full-time salary for this profession falls within the range of $66,000-$95,000. Currently 65% Denturists in BC are male; 35% are female. Of the denturists currently in the labour force, 30% are ages 25-44; 56% are ages 45-64; 5% are 65+. These figures suggest that pending retirement for this aging Denturist cohort will lead to job openings for qualified applicants. In a letter dated March 24, 2016 from Daniel Robichaud, President, Denturist Association of Canada, Daniel mentions the need for Denturists in Canada and of the support for VCC reinstating the Denturist program:

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

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

Yes, the denturist lab and the shared (Dental Technology) wet lab has to be updated to meet Worksafe BC standards. The existing denturist lab can be used with smaller modifications to workspaces. The updating of the wet lab includes revision of the ventilation system and separation and relocation of flammable, electrical and wet equipment with the approximate cost of $200,000.00. The capital request will be submitted in February 2018 for renovation of an existing space by Sept. 2019.
### D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Dental Technology faculty aware; Dentist teaching faculty have not been hired yet. Subject matter experts have been hired for curriculum development</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Alan Maming, Dental Tech support is aware of pending program.</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>School of Health Sciences – Curriculum Committee: Nov. 3, 2017 Dental Hygiene, Dental Tech., Certified Dental Assisting, Dental Reception - ongoing Science Department: October 30 2017 meeting with Dept. Head Diem Ly Van to discuss the Human Anatomy and Physiology Course (Admission Requirement)</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Indigenous Education and Community Engagement</td>
<td>Met with Tami Pierce, Director and Natalie Wood-Weins, Manager on Nov. 16, 2017. We discussed admission requirements and program fit with indigenous students. They were both very positive about the need for denturist services in indigenous communities.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Meeting on Nov. 14th with Rachel Warick, Supervisor of Assessment Center. Rachel agreed that the Assessment Centre would administer the manual dexterity tests and the other prerequisite requirement of two Career Investigations with summaries. Rubric will be supplied by the Department. There will need to be further follow-up re marking of manual dexterity tests. It may be that the test is administered by the Assessment Centre but the marking will be done by the Department.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Ongoing support from Marilyn Heaps (IA).</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Meeting on Nov. 20th with Nona Coles, Counselling Department Leader. She was updated on the upcoming new Denturist program.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Meeting on October 23 2017 with Murray McGregor who stated that the Student Loans process can accommodate 5 month terms/ 3 year diploma</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Meeting on Oct 23 2017 with Emily Simpson, Coordinator of Learning Centers. Emily will look into life science support in DTN campus as other Dental Programs require this support.</td>
</tr>
<tr>
<td>Library</td>
<td>Meeting on Oct 23 2017 with Kristina Oldenberg, Librarian who will be able to support Anatomy TV and will compile current collections data for accreditation process when required.</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Meeting on Oct. 2 with Denis Seremba (Associate Registrar), Wendy LaFrance (Supervisor Advising Services), Doreen Chu Chai (Advisor). No problems are anticipated. Course numbers received Oct. 25. Follow-up discussion on Nov. 2, 2017 with Denis Seremba re use of NURS 1602 Human Anatomy and Physiology course as an admission requirement.</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>VCC International and Immigrant Education</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Meeting on October 26, 2017 with Director of International Education. There may be an occasional international students admitted to program but there are no plans to have an International Intake for this program (admission requirements can be deterrent).</td>
</tr>
</tbody>
</table>

**FINANCIAL AND OPERATING**

<table>
<thead>
<tr>
<th>Communications and Marketing</th>
<th>Meeting date to be determined. Contact made with Fareedah Rasoul Kim and awaiting confirmation of a meeting time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>Meeting dates: May 31, Aug 29, Nov 7 2017, attended by Jerry Guspie, Director of Facilities Management and Debbie Sargent, regarding the Denturist and Dental Technology space needs. IT needs were discussed and various options for immediate upgrades to the existing space in the lecture/computer room were presented for the Denturist Lab and the shared Wet Lab. The focus was on improving classroom design, safety of the labs, including addressing serious ventilation concerns both in the laboratory as well as the new Denturist clinic area. To minimize possible design flaws, it was recommended by Jerry to seek out individuals or companies who have the expertise in developing these types of installations which is being carried out currently.</td>
</tr>
<tr>
<td>Finance</td>
<td>Meeting on Nov. 10 2017 with Andre Duinkerke who has created a spreadsheet for costing of the program without the government subsidy.</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>Meeting on Aug 29 2017 with Brent Bigmore and Rick Smith (Service Desk Supervisor). Update of classroom 330 which would be a shared (with Dental Technology) to become the digital lab was discussed. Some capital funds 2017 -2018 was received to upgrade the computers.</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Meeting on Nov 22, 2017 with Brian Beacham, Director of Institutional Research re need for program evaluation assistance to meet the accreditation requirements.</td>
</tr>
<tr>
<td>VCC Foundation</td>
<td>Meeting was held on Friday, Nov. 3, 2017 to discuss Denturist Program with Nancy Nesbitt and Anita Racz from the VCC Foundation.</td>
</tr>
</tbody>
</table>

**EXTERNAL CONSULTATIONS**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>College of Denturists of BC (CDBC): Oct. 17, 2017 –Registrar attended curriculum development meeting and is very supportive. Will seek CDBC program approval asap – to ensure graduate of new program are eligible to take regulatory exams. The Curriculum Advisory Committee is a subcommittee of the Denturist Association of Canada and is the accrediting body. They are very supportive of VCC developing new program:</td>
</tr>
</tbody>
</table>
Curriculum Development Approval Form

Debbie Sargent attended Sept. 26, 2017 meeting

<table>
<thead>
<tr>
<th>Post Secondary Institution Proposal System BC (PSIPS)</th>
<th>Report Submitted: Will be submitted January 2018</th>
</tr>
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<tbody>
<tr>
<td>DQAB</td>
<td>N/A</td>
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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>Ken Izumi</td>
<td>by e-mail</td>
<td>November 14, 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>Debbie Sargent</td>
<td>by e-mail</td>
<td>November 14, 2017</td>
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</table>
## Denturist Program Map

### Year 1 Term 1

<table>
<thead>
<tr>
<th>Course name</th>
<th>Course Number</th>
<th>Credits</th>
<th>Theory Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism 1</td>
<td>DEND 1101</td>
<td>1.5</td>
<td>30</td>
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<tr>
<td>Applied Head &amp; Neck Anatomy 1</td>
<td>DEND 1102</td>
<td>4</td>
<td>80</td>
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<tr>
<td>Complete Dentures 1</td>
<td>DEND 1103</td>
<td>6</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Partial Dentures 1</td>
<td>DEND 1104</td>
<td>6</td>
<td>40</td>
<td>100</td>
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<tr>
<td>Safe Practice in Denturism</td>
<td>DEND 1105</td>
<td>3</td>
<td>20</td>
<td>50</td>
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<td><strong>Total Term 1</strong></td>
<td></td>
<td><strong>20.5</strong></td>
<td><strong>210</strong></td>
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### Year 1 Term 2

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<th>Credits</th>
<th>Theory Hours</th>
<th>Lab Hours</th>
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<tbody>
<tr>
<td>Professionalism 2</td>
<td>DEND 1201</td>
<td>4</td>
<td>80</td>
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<tr>
<td>Applied Head &amp; Neck Anatomy 2</td>
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<tr>
<td>Complete Dentures 2</td>
<td>DEND 1203</td>
<td>6</td>
<td>40</td>
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<td>Partial Dentures 2</td>
<td>DEND 1204</td>
<td>6</td>
<td>40</td>
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<td><strong>Total Term 2</strong></td>
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<td><strong>20</strong></td>
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### Year 2 Term 3

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<th>Lab Hours</th>
<th>Clinic Hours</th>
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<tr>
<td>Professionalism 3</td>
<td>DEND 2101</td>
<td>1.5</td>
<td>30</td>
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<tr>
<td>Oral Pathology</td>
<td>DEND 2102</td>
<td>3</td>
<td>60</td>
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<tr>
<td>Clinical Prosthetics 1</td>
<td>DEND 2103</td>
<td>6</td>
<td>20</td>
<td>50</td>
<td>90</td>
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<tr>
<td>Clinical Prosthetics 2</td>
<td>DEND 2104</td>
<td>6</td>
<td>20</td>
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<td>90</td>
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<tr>
<td>Case Management 1</td>
<td>DEND 2105</td>
<td>3</td>
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<tr>
<td>Pharmacology</td>
<td>DEND 2106</td>
<td>2</td>
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<td><strong>Total Term 3</strong></td>
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### Year 2 Term 4

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<tbody>
<tr>
<td>Business Management</td>
<td>DEND 2201</td>
<td>3</td>
<td>60</td>
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<tr>
<td>Gerontology</td>
<td>DEND 2202</td>
<td>1</td>
<td>20</td>
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<td>\</td>
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<tr>
<td>Clinical Prosthetics 3</td>
<td>DEND 2203</td>
<td>5</td>
<td>20</td>
<td>25</td>
<td>90</td>
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<tr>
<td>Case Management 2</td>
<td>DEND 2205</td>
<td>3</td>
<td>40</td>
<td>25</td>
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<tr>
<td>Community Practicum 1</td>
<td>DEND 2206</td>
<td>6</td>
<td>\</td>
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<td>180</td>
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<tr>
<td><strong>Total Term 4</strong></td>
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<td><strong>18</strong></td>
<td><strong>140</strong></td>
<td><strong>50</strong></td>
<td><strong>270</strong></td>
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### Year 3 Term 5

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<th>Credits</th>
<th>Theory Hours</th>
<th>Lab Hours</th>
<th>Clinic Hours</th>
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</thead>
<tbody>
<tr>
<td>Professionalism 4</td>
<td>DEND 3101</td>
<td>1</td>
<td>20</td>
<td>\</td>
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</tr>
<tr>
<td>Dentures Over Implants</td>
<td>DEND 3102</td>
<td>4</td>
<td>40</td>
<td>50</td>
<td>\</td>
</tr>
<tr>
<td>Advanced Denturist Practice</td>
<td>DEND 3103</td>
<td>3</td>
<td>20</td>
<td>50</td>
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</tr>
<tr>
<td>Case Management 3</td>
<td>DEND 3105</td>
<td>3</td>
<td>40</td>
<td>25</td>
<td>\</td>
</tr>
<tr>
<td>Community Practicum 2</td>
<td>DEND 3106</td>
<td>6</td>
<td>\</td>
<td>\</td>
<td>180</td>
</tr>
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<td><strong>Total Term 5</strong></td>
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<td><strong>17</strong></td>
<td><strong>120</strong></td>
<td><strong>125</strong></td>
<td><strong>180</strong></td>
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### Year 3 Term 6

<table>
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<tr>
<th>Course name</th>
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<th>Credits</th>
<th>Theory Hours</th>
<th>Lab Hours</th>
<th>Clinic Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing a Denturist Practice</td>
<td>DEND 3204</td>
<td>3</td>
<td>60</td>
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</tr>
<tr>
<td>Case Management 4</td>
<td>DEND 3205</td>
<td>6</td>
<td>40</td>
<td>100</td>
<td>\</td>
</tr>
<tr>
<td>Preceptorship</td>
<td>DEND 3206</td>
<td>12</td>
<td>\</td>
<td>\</td>
<td>360</td>
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<tr>
<td><strong>Total Term 6</strong></td>
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<td><strong>21</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

**Total Credits for Program = 118 credits**

**Total Theory hrs. = 1020 hrs.**

**Total Lab hrs. = 850 hrs.**

**Total Clinical hrs. = 990 hrs.**

Minimum Clinical hours required by College of Denturists British Columbia: 900 hrs.
Goal

This three year Denturist Sciences Diploma Program prepares graduates to provide care as independent denturists. Denturists provide a variety of services: assessment by oral examination; treatment planning, fabrication of removable prosthetics and post client care. The curriculum includes theory, and the development of clinical and laboratory skills. Students will apply knowledge and skills in their care of clients in the VCC Denturist Clinic and in Community Practice experiences. Students will have the opportunity to be part of a collaborative oral health-care team through interprofessional education activities.

Graduates of the program are eligible to write the College of Denturists of British Columbia (CDBC) regulatory exams and to apply for licensure as a Denturist. Licensure through the CDBC is required before employment in BC.

Admission Requirements

a) Grade 12 graduation, or equivalent
b) English 12 with a minimum grade of B, or equivalent
c) English language proficiency at an English 12 level http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/
d) Biology 12 or equivalent with a minimum grade of C
e) Physics 11 or equivalent with a minimum grade of C+
f) Mandatory attendance at a Denturist Program Information Session
g) NURS 1602 Human Anatomy and Physiology or equivalent within the last 5 years with a minimum grade of C

Selection Process

• All qualified candidates who meet the above admission requirements by the deadline date will take the Manual Dexterity test and will be required to submit two Career Investigations with summaries. The deadline date will be identified on the program website and will be approximately four months before the program start. Information about the career investigations and manual dexterity test will be provided by the department.
• The qualified applicants with the highest scores in the Manual Dexterity Test and the Career Investigations and Summaries will be offered seats.

Upon acceptance to the program:

• Completion of Standard First Aid and CPR- A with AED training
• Proof of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required
• Immunizations in the following are strongly recommended and may be required for a community practice placement.
  o Pertussis/Diphtheria/Tetanus
  o Polio
  o Measles, Mumps, and Rubella
  o Hepatitis B
  o Influenza (required on an annual basis)
  o Chicken Pox

*NBO Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.
• Criminal Record Check: In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General. Access http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm to complete the review request. **Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.**

• 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 the beginning of your program and is good for one year and must be performed annually. The original certificate must be presented to the Department during the first week of classes. **Applicants to the program will be responsible for any costs incurred for mask fitting.**

Prior Learning Assessment & Recognition (PLAR)

Applicants requesting PLAR must meet with the Denturist Department Leader

Program Duration

Program duration is 3 years. All courses must be completed in 5 years in the event of an absence from the program.

Program Learning Outcomes

Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care.
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics.
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services.
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices.
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes.
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development.
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.

Instructional Activities, Design and Delivery Mode

A major emphasis of this program is active student participation. Throughout the program, instructors will encourage students to become increasingly more self-directed and responsible for
their own learning. Students are expected to come to the college well prepared for active participation in classroom, laboratory and clinic activities. The instructor acts as a facilitator and an expert to promote an environment conducive to learning through activities, such as guided discussions, debates, audio-visual presentations, and skill building activities in labs, clinics and practicums.

The clinical component of the courses provides the learner with the opportunity to integrate practice and theory.

This program is offered on a full time basis over 3 years. Each term must be successfully completed before the next one can be attempted. Courses are usually scheduled Monday to Friday; however these hours may vary and may include weekends and evenings.

Community practicum experiences and the Preceptorship placements may be situated outside of the Metro Vancouver area. Accommodation and living expenses during these practice experiences are the responsibility of the student. Students are responsible for travel to the practicum sites.

**Evaluation of Student Learning**

Theoretical knowledge is evaluated through quizzes/tests, exams, assignments, group projects and presentations. The passing grade for all theory courses is 64% = C+. Lab and clinical courses are evaluated by assessment of practical skills, Objective Structured Clinical Examination (OSCE), and practicum performance.

Courses that include theory, lab and/or clinical skills require a passing grade of “Satisfactory” (S) and all components of the course evaluation plan must be successfully completed. Each semester must be successfully completed before the next one can be started.

All courses within a term where there is a community practicum experience must be successfully completed prior to the start of the practicum experience. Students who are unsuccessful in the term course work cannot progress to the practicum experience.

A student may only repeat two courses throughout the entire program. A student may apply to repeat the course (insert) the next time it is offered provided there is space available. Upon the failure of a third course the student must exit the program. If there are extenuating circumstances justifying the third failure a student may then submit an application for appeal.

**Recommended Characteristics of Students**

- Interest and empathy with people;
- Ability to communicate effectively with individuals of all ages and from all walks of life;
- Problem solving and analysis;
- Mature with positive self-image and high standards of personal integrity;
- Ability to support others on a team;
- Ability to take initiative and handle responsibility;
- Basic computer literacy: email; word processing; internet searching;
- Flexibility to attend clinical placements within and outside of the Metro Vancouver area and to cover the costs associated with this;
- Good manual dexterity – fine motor skills;
- Overall good health.
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DEND 1101</td>
<td><strong>Professionalism 1</strong>&lt;br&gt;This course introduces students to the ethics, jurisprudence, regulation and scope of the Denturist profession. Students learn interpersonal skills and inter-professional collaboration as well as principles of critical thinking, problem-solving, self-reflection and peer evaluation. Students practice communication skills applicable in situations relevant to denturist practice.</td>
<td>1.5</td>
</tr>
<tr>
<td>1</td>
<td>DEND 1102</td>
<td><strong>Applied Head and Neck Anatomy 1</strong>&lt;br&gt;This course provides introductory and foundational knowledge of normal orofacial and dental structures relevant to the denturist. Students become familiar with the boundaries, structures and landmarks within the oral cavity. Dental tooth anatomy relating to aesthetics, functions, locations, alignment and coding of the teeth is studied. Students learn about the function of the periodontium of the teeth and identify the role that each component plays in the functioning unit. Tooth development is discussed in relation to enamel, dentin and pulp formation. Properties of enamel, dentin and pulp are identified and changes in relation to age and disease are described. Students use radiographic images to recognize normal anatomical structures.</td>
<td>4.0</td>
</tr>
<tr>
<td>1</td>
<td>DEND 1103</td>
<td><strong>Complete Dentures 1</strong>&lt;br&gt;This theory and practical course introduces students to the foundational knowledge and skills necessary to successfully fabricate a complete removable denture. Students are able to apply knowledge of current workplace health and safety standards including dental laboratory asepsis, and infection control to their work in the Denturist Lab.</td>
<td>6.0</td>
</tr>
<tr>
<td>1</td>
<td>DEND 1104</td>
<td><strong>Partial Dentures 1</strong>&lt;br&gt;The focus of this theory and practical course is on the concepts, design and fabrication of removable partial prosthetics. Students apply knowledge of current workplace health and safety standards including dental laboratory asepsis, and infection control to their work in the Denturist lab.</td>
<td>6.0</td>
</tr>
<tr>
<td>1</td>
<td>DEND 1105</td>
<td><strong>Safe Practice in Denturism</strong>&lt;br&gt;In this course students learn the theory and the application of infection prevention and control in a Denturist practice setting. The focus is on physical, chemical and personal protective device barriers to prevent the transmission of</td>
<td>3.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
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</tr>
<tr>
<td>2</td>
<td>DEND 1201</td>
<td>Professionalism 2&lt;br&gt;This course builds on the Term 1 Professionalism course. Using professional standards and guidelines, students create treatment plans. These treatment plans include interprofessional collaboration with other dental professionals. Holistic patient interviewing skills are practiced with a focus on developing professional relationships with clients. The skills of record-keeping, client documentation, information literacy, letter writing and requesting information from dental team members are introduced and practiced.</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>DEND 1202</td>
<td>Applied Head and Neck Anatomy 2&lt;br&gt;In this course students identify bones of the skull with emphasis on landmarks of the maxillae and mandible including openings, foramina and canals. Anatomy of the nose, nasal cavity and paranasal sinuses and the relationship of the maxillary teeth to maxillary sinus is described. The fundamentals of structures and functions of the tongue, salivary glands, orofacial musculature, and the temporomandibular joint are studied.&lt;br&gt;Students use radiographic images of various conditions and diseases to identify normal and abnormal anatomical structures for the purposes of treatment planning.</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>DEND 1203</td>
<td>Complete Dentures 2&lt;br&gt;In this course students continue to apply theoretical knowledge to more complex practical activities involving the techniques of complete removable denture fabrication. Students will apply current workplace health and safety standards including dental laboratory asepsis, and infection control to their work in the Denturist Lab.</td>
<td>6.0</td>
</tr>
<tr>
<td>2</td>
<td>DEND 1204</td>
<td>Partial Dentures 2&lt;br&gt;The focus of this theory and practical course is to build on the concepts of design from Partial Dentures I, improving on the knowledge and technical skills used in the fabrication process of removable partial dentures (RPD) In this course students will develop skills required to design more complex RPD's. Students will develop basic skills to assess the adequacy of natural teeth involved in the design of removable RPD. They will also be introduced to the applications of digital software as it applies to the design of</td>
<td>6.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
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</tbody>
</table>
| 3    | DEND 2101 | **Professionalism 3**  
This course builds on the previous professionalism courses. Students develop interprofessional communication and collaboration skills with patients in a clinic setting. Holistic patient interviewing, treatment planning, record-keeping including billing, client documentation, information literacy, letter writing and requesting information from dental team members are practiced with a real patient population. There is additional discussion with clients about the costs of the treatment plan.                                                                                   | 1.5     |
| 3    | DEND 2102 | **Oral Pathology**  
In this course students study the basic principles of disease process specifically related to the oral cavity, orofacial region and the temporomandibular joint. Structural and functional changes that result from developmental, genetic or pathological conditions are discussed. Cell injury, inflammation, repair processes, along with nutritional deficiencies, bacterial related diseases and systemic conditions with oral manifestations are discussed. Students learn how the human body's response to injury such as inflammation, immune responses and cellular adaptations may affect oral health and denturist interventions. Students use radiographic imagery to identify abnormal anatomical structures. | 3.0     |
| 3    | DEND 2103 | **Clinical Prosthetics 1**  
The focus of this course is on patient assessment procedures. Students develop and apply skills in professional conduct, patient communication and clinic/lab asepsis. Clinical applications for clients requiring Removable Partial Dentures will include patient consultation, treatment planning, and post insertion follow up and maintenance, and documentation in the dental treatment record. In addition, students develop skills in the manipulation of final impression materials, registration materials and border molding for final impressions.                                                                                      | 6.0     |
| 3    | DEND 2104 | **Clinical Prosthetics 2**  
The focus of this course is on patient assessment procedures. Students continue to develop skills in professional conduct, patient communication and clinic/lab asepsis. Clinical applications for clients requiring Complete Dentures will include patient consultation, treatment planning, and post insertion follow up and maintenance, and documentation in the dental treatment record.                                                                 | 6.0     |
<table>
<thead>
<tr>
<th>Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DEND 2105</td>
<td><strong>Case Management 1</strong>&lt;br&gt;In this course students apply a holistic approach to client treatment. The focus is on cases completed in the DEND 2103 Clinical Prosthetics 1 course. Students reflect on, and integrate previously learned theoretical knowledge and practical skills from complete denture courses. Students present clinical cases from DEND 2103 to their peers, providing the rationale and methodology for choosing the content of their client treatment plan. Students reflect on the difficulties and successes they encountered throughout the entire client treatment process and reflect on ways to improve their practice. In addition students are required to demonstrate how they are able to compose and manage patient records and maintain confidentiality. Opportunities to role play difficult case scenarios are provided.</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>DEND 2106</td>
<td><strong>Pharmacology</strong>&lt;br&gt;This course introduces students to the basic principles of pharmacology. Selected drug groups that might be used and that impact denturist treatment are studied in detail. Students will practice obtaining an accurate oral health and drug history to recognize the oral manifestations of both systemic diseases and pharmacological agents in a holistic manner. Emphasis will be placed on prevention of problems by understanding the impact of pharmacological interventions on oral health and denturist clinical practice.</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>DEND 2201</td>
<td><strong>Business Management</strong>&lt;br&gt;This course provides an introduction to business management practices that are required to operate a Denturist Practice. Policies and procedures required to provide patient care in a Denturist Lab are addressed.</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>DEND 2202</td>
<td><strong>Gerontology</strong>&lt;br&gt;In this gerontology course students explore the normal aging process as well as how the aging process is affected by the social determinants of health. How changes of aging affect daily functioning and impact dental health is discussed. Strategies of how to support aging clients in a</td>
<td>1.0</td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
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</tbody>
</table>
| 4    | DEND 2203 | **Clinical Prosthetics 3**  
In this course, students continue to gain expertise in performing patient assessment procedures. Students continue to develop skills in professional conduct, patient communication and clinic/lab asepsis. Clinical applications for clients requiring both Removable Partial Dentures and Complete Dentures include patient consultation, treatment planning, intra-oral and extra-oral assessments, preliminary impression procedures, face-bow registration, tooth mobility testing, post insertion follow up and maintenance of the dental treatment record. In addition, students develop skills in the manipulation of final impression materials, bite registration materials and border molding for final impressions. | 5.0     |
| 4    | DEND 2205 | **Case Management 2**  
This course applies a holistic approach to client treatment. The focus is on cases completed in the DEND 2104 Clinical Prosthetics 2 course. Students integrate and reflect on previously learned theoretical knowledge and practical skills from removable partial denture courses and present to their peers the rationale and methodology for choosing the content of their client treatment plan. Students reflect on the difficulties and successes they encountered throughout the entire client treatment process and identify ways to improve their practice. In addition students are required to demonstrate patient record management and confidentiality. Opportunities to role play difficult case scenarios are provided. | 3.0     |
| 4    | DEND 2206 | **Community Practicum 1**  
In this first community practicum, students apply beginning clinical, laboratory and business skills under the direct supervision of a registered Denturist. Students gain experience in communication, professionalism, financial management, record keeping, and infection prevention and control.                                                                                      | 6.0     |
| 5    | DEND 3101 | **Professionalism 4**  
This course builds on previous professionalism courses with further study of jurisprudence and ethical issues. Students practice maintaining professional relationships with clients and their families while respecting client privacy. Registration requirements of the regulatory college are reviewed. Time management and work life balance is | 1.0     |
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>DEND 3102</td>
<td>Dentures Over Implants</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to foundational principles and concepts of dental implant technology. The emphasis is on an interdisciplinary approach to dental implant treatment for edentulous clients. The knowledge is applied through the design, fabrication, processing and repair of implant supported dentures.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DEND 3103</td>
<td>Advanced Denturist Practice</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course allows students to integrate new technologies and practices as they emerge and as legislation and scope of practice change. Students have the opportunity to further develop problem solving and time management skills while completing several laboratory projects.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DEND 3105</td>
<td>Case Management 3</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course applies a holistic approach to client treatment. The focus is on cases completed in DEND 2206 Community Practicum 1. Students integrate and reflect on previously learned theoretical knowledge and practical skills from the removable partial and complete denture courses and application of these in Community Practicum 1. Students present clinical cases from their Community Practice 1 experience to their peers, including the rationale and methodology for choosing the content of their client treatment plan. Students reflect on the difficulties and successes they encountered throughout the entire client treatment process and identify ways to improve their practice. In addition students are required to demonstrate how they were able to compose and maintain patient record management and confidentiality. Students have the opportunity to role play difficult case scenarios.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DEND 3106</td>
<td>Community Practicum 2</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building on Community Practicum 1 and the courses in Term 5, students continue to apply clinical, laboratory and business skills under the supervision of a registered Denturist. Students gain experience in communication, professionalism, financial management, record keeping, and infection prevention and control as well as treatment planning and fabrication of removable dental prosthetics.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DEND 3204</td>
<td>Managing a Denturist Practice</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this course, students develop business skills required as an employee in, or proprietor of a Denturist practice.</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Course #</td>
<td>Course Name and Description</td>
<td>Credits</td>
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<tr>
<td></td>
<td></td>
<td>Students will gain further understanding of the knowledge and skills learned in this course in the Preceptorship.</td>
<td></td>
</tr>
</tbody>
</table>
| 6    | DEND 3205| **Case Management 4**  
This final course in the Denturist Science Program builds on Case Management 1, 2 and 3 courses. Students integrate previously learned theoretical knowledge and practical skills from all complete and removable partial denture courses and application of this knowledge and skills to specific cases in Community Practice 2 and Preceptorship. Students present selected client cases from their Community Practice 2 and Preceptorship experience to peers, including the rationale and methodology for choosing the content of their client treatment plan. Students are required to reflect on peer, mentor and instructor feedback on these treatment plans and presentations, incorporating this feedback and self-reflections into a plan to improve their practice. Students have the opportunity to role play difficult case scenarios as well as review their portfolio, address deficiencies in preparation to write the regulatory examinations. | 6.0 |
| 6    | DEND 3206| **Preceptorship**  
This preceptorship builds on Community Practicums 1 and 2. In a Denturist practice, students apply clinical, laboratory and business skills under the mentorship of a registered Denturist. Students demonstrate the ability to work independently by the end of the preceptorship. Students have the opportunity to apply knowledge and skills in the following areas: communication, professionalism, financial management, record keeping and infection prevention and control. During the Preceptorship, students complete the requirements of their portfolio as per the expectations of the College of Denturists of British Columbia. VCC faculty advisors collaborate with the preceptor and student to facilitate the preceptorship experience. | 12.0 |

Total Program Credits: **118.0**
**Transcript of Achievement**

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

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

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>Minimum Pass</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>66-67</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>Failing Grade</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>64% or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Course Standings

- **R** Audit. No Credit
- **EX** Exempt. Credit granted
- **TC** Transfer Credit

### 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.

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VCC Education and Education Support Policies

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

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<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Professionalism I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>DEND 1101</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces students to the ethics, jurisprudence, regulation and scope of the Denturist profession. Students learn interpersonal skills and inter-professional collaboration as well as principles of critical thinking, problem-solving, self reflection and peer evaluation. Students practice communication skills applicable in situations relevant to denturist practice.

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

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

**Course Co-requisites (if applicable):**
DEND 1102; DEND 1103; DEND 1104; DEND 1105

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Lecture, group work, case analysis (ethical dilemma), behavioral and communication role play, seminars

Course Learning Outcomes:
Upon successful completion of this course students will be able to:

1. Practice principles of behavioural and communication sciences required to develop effective relationships with the dental team members and the patient.
2. Describe the legal obligations and ethics of Denturism related to the public, regulatory authorities and professional bodies.
3. Describe the fundamentals of legislation that affects the practice of Denturism.
4. Demonstrate the ability to communicate and work well with others, or in groups.
5. Apply critical thinking and problem solving skills to simulated practice scenarios.
6. Integrate pertinent scientific evidence, theoretical knowledge and empirical data to case scenarios.
7. Identify information literacy skills required to justify and/or revise treatment plans and services.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
- Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
- Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
- Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
- Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
- Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
- Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
- Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
**Evaluation/Grading System**

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
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<tr>
<td>Quizzes/Tests</td>
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<td></td>
</tr>
<tr>
<td>Project</td>
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</table>

**Total** 100

**Learning Environment/Type**

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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>30</td>
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</tr>
</tbody>
</table>

**Total** 30

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. The dental professions; Inter-Professional Practice
2. Ethics, jurisprudence and regulation
3. Professional decorum and comportment
4. Interpersonal and inter-professional communication
5. Patient Psychology
6. Written communication
7. Oral communication
8. Visual communication
9. Information literacy skills
10. Critical thinking, problem-solving, decision-making

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Applied Head and Neck Anatomy 1

**Course Number:** DEND 1102  
**Number of Credits:** 4 credits  
**Effective Date:** Sep 4, 2018

**Course Description:**
This course provides introductory and foundational knowledge of normal orofacial and dental structures relevant to the denturist. Students become familiar with the boundaries, structures and landmarks within the oral cavity. Dental tooth anatomy relating to aesthetics, functions, locations, alignment and coding of the teeth is studied. Students learn about the function of the periodontium of the teeth and identify the role that each component plays in the functioning unit. Tooth development is discussed in relation to enamel, dentin and pulp formation. Properties of enamel, dentin and pulp are identified and changes in relation to age and disease are described. Students use radiographic images to recognize normal anatomical structures.

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

**Course Pre-requisites (if applicable):**
Admission to Program

**Course Co-requisites (if applicable):**
DEND 1101; DEND 1103; DEND 1104; DEND 1105

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Guided discussion, audio visual presentation, group activities, peer feedback, self reflection, skill building exercises; online activities and simulation.

Course Learning Outcomes:
By the end of this course students will be able to:

1. Identify the structures, terms and landmarks within the boundaries of the vestibule and the oral cavity proper.
2. Identify and differentiate between the various tissues that make up the tooth structure.
3. Describe the different functions of the teeth and how those functions relate to the shape and size of each tooth.
4. Locate and identify various tooth surfaces, line angles, point angles and specific identifying landmarks (features) of the teeth.
5. Correlate ideal tooth shape (curvatures) and alignment of teeth to healthy maintenance and/or protection of the periodontium and dentition.
6. Understand and contrast features of primary dentition with permanent (secondary) dentition.
7. Identify a tooth by a code from any of the three naming/coding systems (Universal, Palmer and FDI) therefore understanding the arrangement of teeth into dentitions, arches and quadrants.
8. Understand tooth eruption and the resulting classifications of occlusion in regards to growth, eruption schedule, alignment and muscle forces.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care.
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics.
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services.
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices.
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes.
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services.
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development.
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
### Evaluation/Grading System

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

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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Clinical Examination</td>
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<td>Objective Structured Clinical Exam (OSCE)</td>
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<tr>
<td>Assignments</td>
<td>15</td>
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<tr>
<td>Final Exam</td>
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<td><strong>100</strong></td>
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### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
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<td><strong>Total</strong></td>
<td><strong>80</strong></td>
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</tr>
</tbody>
</table>

### Resource Material(s):

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

Introduction to the oral cavity
Dental Anatomy
Alignments of teeth
Classification of occlusion; development; occlusion
Anomalies; supporting structures; clinical considerations
Tooth Identification; basic tissues; development of orofacial complex
Development enamel, dentin, and pulp
Radiographic imagery to identify normal anatomical structures

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Complete Dentures I

**Course Number:** DEND 1103  
**Number of Credits:** 6 credits  
**Effective Date:** Sep 4, 2018

**Course Description:**
This theory and practical course introduces students to the foundational knowledge and skills necessary to successfully fabricate a complete removable denture. Students are able to apply knowledge of current workplace health and safety standards including dental laboratory asepsis and infection control to their work in the Denturist Lab.

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

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

**Course History:** New Course

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

**Course Co-requisites (if applicable):**
DEND 1101; DEND 1102; DEND 1104; DEND 1105

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Hands-on practical activities, Group/peer project based presentations, case scenarios, OSCE, seminar (guest speakers and demonstrators)

Course Learning Outcomes:
By the end of this course students will be able to:

1. Practice to current workplace health and safety standards including Denturist lab and clinic asepsis, and infection control.
2. Identify the components of a complete denture.
3. Describe the reasons for the provision of removable complete dentures, their limitations and contraindications.
4. Describe the characteristics and properties of the dental materials associated with the fabrications of a complete denture, including principles of safety and manipulation.
5. Apply foundational concepts and principles relating to the design and fabrication of complete dentures.
6. Identify pertinent theoretical knowledge and empirical data and information literacy skills to justify and/or revise services.
7. Apply essential elements and skills of behavioural sciences, communications and professional ethics, following the concepts of a Competency Framework in the lab setting.
8. Apply critical thinking and problem solving skills when making practice decisions.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
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### 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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<td>S= Satisfactory completion of all parts of evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
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<tbody>
<tr>
<td>Project</td>
<td></td>
<td></td>
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<tr>
<td>Quizzes/Tests</td>
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<td></td>
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<tr>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Examination</td>
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<td>Objective Structured Clinical Exam (OSCE)</td>
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### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<tr>
<td>E - Seminar</td>
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<tr>
<td>Total</td>
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<td>140</td>
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</tbody>
</table>

### Resource Material(s):

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

Model analysis
Complete denture model construction
Design and fabrication of custom trays
Design and fabrication of occlusal rims
Techniques in using small hand tools
Applied dental materials for complete dentures
Current workplace health and safety standards including dental laboratory asepsis, and infection control to work in the Denturist lab

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<thead>
<tr>
<th>Approved by Curriculum Committee</th>
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</tr>
</thead>
</table>

VCC-CD-20150901
Course Name: Partial Dentures I

Course Number: DEND 1104

Number of Credits: 6 credits

Effective Date: Sep 4, 2018

Course Description:
The focus of this theory and practical course is on the concepts, design and fabrication of removable partial prosthetics. Students apply knowledge of current workplace health and safety standards including dental laboratory asepsis, and infection control to their work in the Denturist lab.

School or Centre:
School of Health Sciences

Year of Study:
1st Year Post-secondary

Course History:
New Course

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

Course Co-requisites (if applicable):
DEND 1101; DEND 1102; DEND 1103; DEND 1105

PLAR (Prior Learning Assessment & Recognition)

Yes (details below):

Applicants requesting PLAR must meet with the Denturist Department Leader
## Instructional Strategies:

Hands-on practical activities, Group/peer project based presentations, case scenarios, OSCE, seminar (guest speakers and demonstrators)

## Course Learning Outcomes:

By the end of this course students will be able to:

1. Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.
2. Assess the properties of the dental materials used in this course, including principles of safety and manipulation.
3. Describe the concepts and principles for removable partial dentures when designing a case.
4. Design and fabricate a removable partial denture.
5. Integrate pertinent theoretical knowledge and empirical data and information literacy skills to justify and/or revise services.
6. Apply essential elements and skills of behavioural sciences, communications, professional ethics, legal obligations and business management to dental technology practice.
7. Apply critical thinking and problem solving skill to practice.

## Program Learning Outcomes:

Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
- Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
- Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
- Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
- Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
- Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tr>
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<td>Clinical Examination</td>
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**Total**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<tr>
<td>E - Seminar</td>
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<tr>
<td>L - Classroom</td>
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**Total** 140

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concepts and principles relating to the fabrication of removable partial dentures ie. survey and design</td>
</tr>
<tr>
<td>2. Classification of partially edentulous restorations</td>
</tr>
<tr>
<td>3. Applied Dental materials used in the fabrication of removable partial dentures</td>
</tr>
<tr>
<td>4. Laboratory instruments and materials for removable partial denture fabrication</td>
</tr>
<tr>
<td>5. Components of a partial denture design ie. rests, major and minor connectors, guide planes, direct retainers</td>
</tr>
<tr>
<td>6. Concepts and principles relating to setting up denture teeth for removable partial dentures</td>
</tr>
<tr>
<td>7. Wrought wire/acrylic applications for removable partial dentures</td>
</tr>
<tr>
<td>8. Cast metal removable partial dentures</td>
</tr>
<tr>
<td>9. Polishing and finishing removable partial dentures</td>
</tr>
<tr>
<td>10. Introduction to correction and repair of removable partial dentures</td>
</tr>
<tr>
<td>11. Current workplace health and safety standards including dental laboratory asepsis, and infection control to their work in the Denturist lab</td>
</tr>
</tbody>
</table>

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| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Safe Practice in Denturism  
Course Number: DEND 1105  
Number of Credits: 3  
Effective Date: 09/04/2018  
Course Description: In this course students learn the theory and the application of infection prevention and control in a Denturist practice setting. The focus is on physical, chemical and personal protective device barriers to prevent the transmission of pathogens. Students learn how specific saliva or blood borne or other dentistry-related pathogen transmission can be prevented or controlled.  
School or Centre: School of Health Sciences  
Year of Study: 1st Year Post-secondary  
New Course  
Course History:  
Course Pre-requisites (if applicable): Admission to program  
Course Co-requisites (if applicable): DEND 1101; DEND 1102; DEND 1103; DEND 1104  
PLAR (Prior Learning Assessment & Recognition)  
□ No  ☑ Yes (details below):  
Applicants requesting PLAR must meet with the Denturist Department Leader.
**Instructional Strategies:**
Guided discussion, audiovisual presentations, group activities, skill building exercises, simulation, peer feedback and self reflection.

**Course Learning Outcomes:**
By the end of this course students will be able to:

1. Explain the rationale for workplace health and safety standards in regard to prosthetics.
2. Summarize dental lab asepsis and infection control barrier systems as related to prosthetics.
3. Apply laboratory safety procedures and guidelines related to the use and maintenance of equipment.
4. Apply WHMIS, Worksafe BC and DAC lab safety guidelines for infection prevention and control.
5. Describe Denturist Accreditation Committee Guidelines for infection prevention and control.
6. Describe modes of transmission.
7. Describe saliva borne, blood borne and other diseases for special consideration in dentistry.

**Program Learning Outcomes:**
Upon completion of the Denturist Program graduates will:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care.
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### Evaluation/Grading System

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<tr>
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<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S= Satisfactory completion of all parts of evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tbody>
<tr>
<td>Quizzes/Tests</td>
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<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Other</td>
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<td>osce</td>
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<tr>
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<td>case scenarios</td>
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Total

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Total 90

### Resource Material(s):

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

- Denturist Association of Canada guidelines
- WHIMS guidelines
- Worksafe BC guidelines for dental labs
- Dental equipment operation & maintenance
- Clinical barriers for the prevention of infection
- Personal protective devices
- Saliva & blood borne and other diseases related to dentistry
- Sterilization & disinfection techniques
- Modes of transmission

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Professionalism 2  
**Course Number:** DEND 1201  
**Number of Credits:** 4  
**Effective Date:** Sep 4, 2018

**Course Description:**
This course builds on the Term 1 Professionalism course. Using professional standards and guidelines, students create treatment plans. These treatment plans include interprofessional collaboration with other dental professionals. Holistic patient interviewing skills are practiced with a focus on developing professional relationships with clients. The skills of record-keeping, client documentation, information literacy, letter writing and requesting information from dental team members are introduced and practiced.

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

**Course Pre-requisites (if applicable):**
Successful completion of all Term 1 courses

**Course Co-requisites (if applicable):**
DEND 1202; DEND 1203; DEND 1204

**PLAR (Prior Learning Assessment & Recognition)***
<table>
<thead>
<tr>
<th></th>
<th>Yes (details below)</th>
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</table>

Applicants requesting PLAR must meet with the Denturist Department Leader.
Instructional Strategies:
Blended learning, guided discussion, audiovisual presentations, group activities, skill building exercises, simulation, peer feedback and self reflection.

Course Learning Outcomes:
1. Identify the components of a treatment plan.
2. Describe ethical dilemmas that may arise when creating a treatment plan.
3. Demonstrate a reflective process when critically examining an ethical dilemma (discuss all the options) and make a judgment.
4. Demonstrate interprofessional collaboration with the dental team.
5. Demonstrate a holistic client interview paying attention to social determinants of health.
6. Demonstrate information literacy in planning treatment and collaborating with the dental team.
7. Demonstrate ability to manage social media in a professional manner.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
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• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
Evaluation/Grading System

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

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Total 100

Learning Environment/Type

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<td>L - Classroom</td>
<td>80</td>
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Total 80

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:

Ethics and jurisprudence, College of Denturists Standards of Practice, regulations, privacy legislation
Ethical reasoning- case studies, interactions with other allied health professionals; interprofessional relationships
Ethical considerations when treating clients with diseases such as: AIDS, pandemic infections, SARS, H1N1
Ethical issues of amalgam toxicity or teeth bleaching
Professional use of social media
Treatment Plans, record keeping regulations and guidelines, dental-legal report writing
Professional communication: initiating a professional relationship; interviewing skills

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
Course Name: Applied Head and Neck Anatomy 2

Course Number: DEND 1202  Number of Credits: 4 credits  Effective Date: Sep 4, 2018

Course Description:
In this course students identify bones of the skull with emphasis on landmarks of the maxillae and mandible including openings, foramina and canals. Anatomy of the nose, nasal cavity and paranasal sinuses and the relationship of the maxillary teeth to maxillary sinus is described. The fundamentals of structures and functions of the tongue, salivary glands, orofacial musculature, and the temporomandibular joint are studied. Students use radiographic images of various conditions and diseases to identify normal and abnormal anatomical structures for the purposes of treatment planning.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Successful completion of all Term 1 courses; DEND 1101, DEND 1102, DEND 1103, DEND 1104, DEND 1105.

Course Co-requisites (if applicable):
DEND 1201; DENT 1203, DEND 1204

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Guided discussion, audio visual presentation, group activities, peer feedback, self reflection, skill building exercises; online activities and simulation.

Course Learning Outcomes:
By the end of this course students will be able to:

1. Name the major bones of the skull detailing significant landmarks of the maxillae and mandible and identify openings, foramina and canals within these bones.
2. Describe growth areas in both arches and the influence this has on arch length.
3. Identify the anatomy and physiology of the nose, nasal cavity and paranasal sinuses.
4. Describe the potential for communication between the maxillary sinus and the maxillary teeth and possible consequences.
5. Identify the location and function of the muscles of mastication, hyoid muscles, sternocleidomastoid and trapezius muscle.
6. Describe the anatomy and physiology of the Temporomandibular joint in normal function and dysfunction.
7. Name and locate muscles of facial expression and identify their actions.
8. Name and identify origin, insertion and function of the muscles involved in chewing, swallowing and speech.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
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Components and Weighting of the Assessment/Evaluation Plan:

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Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):

- Objective Structured Clinical Exam (OSCE)

Learning Environment/Type

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</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
Tongue and salivary glands
Bones of the skull; nose, nasal cavity
Muscles
Temporomandibular joint
Radiographic imagery to identify normal and abnormal anatomical structures

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FOR COMMITTEE USE ONLY
Approved by Curriculum Committee: 
Approved by Education Council:
Course Name: Complete Dentures 2
Course Number: DEND 1203  Number of Credits: 6 credits  Effective Date: Sep 4, 2018

Course Description:
In this course students continue to apply theoretical knowledge to more complex practical activities involving the techniques of complete removable denture fabrication. Students will apply current workplace health and safety standards including dental laboratory asepsis, and infection control to their work in the Denturist Lab.

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

Course Pre-requisites (if applicable):
Successful completion of Term 1 courses

Course Co-requisites (if applicable):
DEND 1201, DEND 1202, DEND 1204

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Applicants requesting PLAR must meet with the Denturist Department Leader
Course Learning Outcomes:

By the end of this course students will be able to:

1. Differentiate reasons for the provision of removable prosthetics and their limitations and contraindications.
2. Integrate general knowledge of dental laboratory procedures, physics and chemistry principles, associated with the fabrication of a complete denture prosthetic restorations.
3. Describe the characteristics and properties of dental materials associated with the fabrication of a complete denture restoration and make decisions about their appropriate application in practice.
4. Describe the characteristics and operation of equipment and special instrumentation associated with the fabrication of a complete denture prosthetic restorations and make decisions about their application in practice.
5. Apply the fundamental elements and relevant knowledge of dental anatomy, dental physiology, dental morphology to the fabrication process of complete dentures.
6. Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.
7. Demonstrate the appropriate techniques and skills to design and fabricate a complete denture prosthetic.

Program Learning Outcomes:

Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
- Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
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**Evaluation/Grading System**

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

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<tr>
<td>Lab Work</td>
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**Total**

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**Learning Environment/Type**

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<td>L - Classroom</td>
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<td>E - Seminar</td>
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**Total** 140

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**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Basic techniques, skills and concepts of design and fabrication of a complete denture i.e. set-ups (20,30% teeth), processing, waxing and finishing.

Design and fabrication of acrylic based removable dental appliances

Introduction to dental laboratory production and proficiency:
- Principles of occlusion and articulation;
- Principles and techniques related to the correction / repair of a complete denture prosthetic
- Principles and concepts of a post palatal seal
- Occlusal concepts for Complete Dentures i.e. balanced, eccentric and centric occlusions
- Concepts of using a Pin tracer and Facebow
- Current workplace health and safety standards including dental laboratory asepsis, and infection control

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Partial Dentures 2
Course Number: DEND 1204
Number of Credits: 6 credits
Effective Date: Sep 4, 2018

Course Description:
The focus of this theory and practical course is to build on the concepts of design from Partial Dentures I, improving on the knowledge and technical skills used in the fabrication process of removable partial dentures (RPD). In this course students will develop skills required to design more complex RPD's. Students will develop basic skills to assess the adequacy of natural teeth involved in the design of removable RPD. They will also be introduced to the applications of digital software as it applies to the design of RPD.

School or Centre: School of Health Sciences
Year of Study: 1st Year Post-secondary
Course History: New Course
Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Successful completion of all Term 1 courses

Course Co-requisites (if applicable):
DEND 1201; DEND 1202; DEND 1203

PLAR (Prior Learning Assessment & Recognition)
No ☐ Yes (details below):
Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:

Hands-on practical activities, Group/peer project based presentations, case scenarios, OSCE, seminar (guest speakers and demonstrators)

Course Learning Outcomes:

By the end of this course the student will be able to:

1. Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.
2. Assess the properties of the dental materials used in this course, including principles of safety and manipulation.
3. Apply the concepts and principles for removable partial dentures when designing a case
4. Design a removable partial denture.
5. Assess tooth health and the periodontium of teeth involved in the partial design.
6. understand the applications of digital software to design removable partial dentures.
7. Integrate pertinent theoretical knowledge and empirical data and information literacy skills to justify and/or revise services.
8. Apply essential elements and skills of behavioral sciences, communications, professional ethics, legal obligations and business management to dental technology practice.
9. Apply critical thinking and problem solving to decision making.

Program Learning Outcomes:

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**Total**

### Learning Environment/Type

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<tr>
<td>L - Classroom</td>
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</tr>
<tr>
<td>E - Seminar</td>
<td>10</td>
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</tr>
</tbody>
</table>

**Total** 140

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Concepts and principles relating to the fabrication of removable partial dentures ie. survey, design and processing
Biomechanics of removable partial dentures
Classification of partially edentulous restorations and related tooth set-up and occlusal schemes
Applied Dental materials used in the fabrication of removable partial dentures ie. thermoelastic resins such as Valoplast
Laboratory instruments and materials for removable partial denture fabrication
Rest Preparation, design and locations
Cast metal vs acrylic removable partial dentures
Wrought wire/acrylic applications for removable partial dentures
Cast metal removable partial dentures trimming and finishing
Introduction to correction and repair of removable partial dentures
Altered cast, unilateral partials, cast metal vs acrylic removable partial dentures, polishing and finishing removable partial dentures

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Professionalism 3

Course Number: DEND 2101  Number of Credits: 1.5  Effective Date: Sep 4, 2018

Course Description:
This course builds on the previous professionalism courses. Students develop interprofessional communication and collaboration skills with patients in a clinic setting. Holistic patient interviewing, treatment planning, record-keeping including billing, client documentation, information literacy, letter writing and requesting information from dental team members are practiced with a real patient population. There is additional discussion with clients about the costs of the treatment plan.

Course Pre-requisites (if applicable):
Successful completion of all Term 1 and 2 courses

Course Co-requisites (if applicable):
DEND 2102, DEND 2103, DEND 2104, DEND 2105, DEND 2106

PLAR (Prior Learning Assessment & Recognition)

Applicants requesting PLAR must meet with the Denturist Department Leader.
Instructional Strategies:
Blended learning, guided discussion, audiovisual presentations, group activities, skill building exercises, simulation, peer feedback and self reflection.

Course Learning Outcomes:
By the end of this course students will be able to:

1. Demonstrate professional interprofessional communication and collaboration in clinic setting.
2. Demonstrate professional communication and collaboration with clients.
3. Compose treatment plan with costs.
4. Demonstrate ability to maintain harmonious and effective relationships with clients in denturist clinic.
5. Compose accurate records and written communications.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

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

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
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**Total** 100

### Learning Environment/Type

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<th>Instruction Type</th>
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<th>Comments</th>
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<tr>
<td>L - Classroom</td>
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</table>

**Total** 30

### Resource Material(s):

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

- Interprofessional communication and collaboration with other dental professions, including specialists
- Communication and collaboration with clients
- Barriers to communication
- Client documentation
- Treatment planning and costing

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</table>

VCC-CD-20150901
In this course students study the basic principles of disease process specifically related to the oral cavity, orofacial region and the temporomandibular joint. Structural and functional changes that result from developmental, genetic or pathological conditions are discussed. Cell injury, inflammation, repair processes, along with nutritional deficiencies, bacterial related diseases and systemic conditions with oral manifestations are discussed. Students learn how the human body's response to injury such as inflammation, immune responses and cellular adaptations may affect oral health and denturist interventions. Students use radiographic imagery to identify abnormal anatomical structures.
Course Learning Outcomes:

By the end of this course the student will be able to:

1. To understand cellular processes associated with cell injury and repair (wound healing) and outline the potential consequences of cell death (necrosis).
2. To differentiate between acute and chronic pathological conditions, autoimmune disorders and immunity, and reactions and responses to injury.
3. Recognize and describe changes in epithelial tissue associated with disease and be able to identify risk factors, recognize markers of disease and features of precancerous lesions.
4. Differentiate between benign and malignant neoplasms and understand the purpose of a biopsy.
5. Understand pathologic occlusion and TMJ disorders and the denturist's role in preventing these conditions.
6. Recognize various developmental and genetic orofacial disturbances associated with the face, and intra oral structures. Identify treatment options for these conditions.
7. Describe the role microorganisms play in the periodontal and dental disease processes.
8. Describe how the human body’s response to injury such as inflammation, immune responses and cellular adaptations may affect oral health and denturist interventions.

Program Learning Outcomes:

Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
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### Learning Environment/Type

<table>
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| Total            | 60          |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Cell injury and responses; regeneration and repair
Inflammation: acute/chronic; infection
Variations from normal
Temporomandibular dysfunction and injury
Immunity and immune response
Regeneration and repair
Malocclusions; overjet; overbite
Trauma
Developmental disorders
Hard/soft deposits and disease of teeth and periodontium
Skin and oral signs of disease
Sleep apnea and snoring
Smoking
Diagnostic splints; splinting/over closed cases
Tumors: benign and malignant; dysplasia
Obdurator plate; surgical stents
Microbes and infections: bacterial, viral, fungal

VCC Education and Education Support Policies
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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Clinical Prosthetics 1
Course Number: DEND 2103
Number of Credits: 6
Effective Date: Sep 4, 2018

Course Description:
The focus of this course is on patient assessment procedures. Students develop and apply skills in professional conduct, patient communication and clinic/lab asepsis. Clinical applications for clients requiring Removable Partial Dentures will include patient consultation, treatment planning, and post insertion follow up and maintenance, and documentation in the dental treatment record. In addition, students develop skills in the manipulation of final impression materials, registration materials and border molding for final impressions.

Course Pre-requisites (if applicable):
Successful completion of all Term 1 and 2 courses

Course Co-requisites (if applicable):
DEND 2101; DEND 2102; DEND 2104; DEND 2105; DEND 2106

PLAR (Prior Learning Assessment & Recognition)

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:

Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:

By the end of this course the student will be able to:

1. Demonstrate a thorough oral examination of patient requiring Removable Partial Dentures.
2. Prepare a comprehensive treatment plan.
3. Demonstrate skills required for preliminary and final impressions for removable partial dentures.
4. Fabricate Removable Partial Denture according to treatment plan.
5. Demonstrate skills in the manipulation of final impression materials, registration materials and border molding for final impressions.
5. Apply procedures for denture insertion and post insertion care.
6. Apply skills in professional conduct, patient communication and clinic/lab asepsis.

Program Learning Outcomes:

Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>90</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>50</td>
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<tr>
<td>L - Classroom</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
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<tbody>
<tr>
<td>Clinical Examination</td>
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<td>as per rubric</td>
</tr>
<tr>
<td>Lab Work</td>
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<td>Application of practical activities from RPD 2 - Practical Projects as per rubrics</td>
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<td>Other</td>
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<td>OSCE's as per rubrics</td>
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<tr>
<td>Portfolio</td>
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<p>| |</p>
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**Total**

### Resource Material(s):

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

Theory:
Patient documentation and treatment planning
Review oral cavity and anatomy
Review of infection control protocols for laboratory and clinic
Intra-oral and extra-oral examinations
Treatment planning for Partial Removable Dentures; Post insertion care

Lab:
Alginate mixing and types of materials available
Use of Mechanical vacuum mixer; manipulation of final impression materials, bite registration materials; border moldings for final impressions
VCC Denturist Clinic:
Chair positioning; instrument use, mouth mirror
Patient consultation; preliminary impression taking and pour up; face-bow registration; tooth mobility testing;
Border molding and final impressions/ VDO/ VDR records
Stock trays: sizing, adjusting
Assess existing prosthesis

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:
# Course Outline

**Course Name:** Clinical Prosthetics 2  
**Course Number:** DEND 2104  
**Number of Credits:** 6  
**Effective Date:** Sep 4, 2018  

**Course Description:**
The focus of this course is on patient assessment procedures. Students continue to develop skills in professional conduct, patient communication and clinic/lab asepsis. Clinical applications for clients requiring Complete Dentures will include patient consultation, treatment planning, intra-oral and extra-oral assessments, preliminary impression procedures, face-bow registration, tooth mobility testing, post insertion follow up and maintenance of the dental treatment record. In addition, students will develop skills in the manipulation of final impression materials, registration materials and border molding for final impressions.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>2nd Year Post-secondary</td>
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<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
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<tr>
<td>New Course</td>
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**Course Pre-requisites (if applicable):**
Successful completion of all term 1 and 2 courses

**Course Co-requisites (if applicable):**
DEND 2101; DEND 2102; DEND 2103; DEND 2105; DEND 2106

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

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:
By the end of this course students will be able to:

1. Demonstrate a thorough oral examination of patient requiring Complete Dentures.
2. Prepare a comprehensive treatment plan.
4. Demonstrate skills required to manipulate impression materials for making preliminary and final impressions for a Complete Denture.
5. Fabricate Complete Dentures according to treatment plan.
6. Apply procedures for denture insertion and post insertion care.
7. Apply skills in professional conduct, patient communication and clinic/lab asepsis.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
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### Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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</thead>
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<td>Satisfactory/Unsatisfactory</td>
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<td>S= Satisfactory completion of all parts of evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
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<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<td>Clinical Examination</td>
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<tr>
<td>Lab Work</td>
<td></td>
<td>as per rubrics</td>
</tr>
<tr>
<td>Portfolio</td>
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<td>as per rubrics</td>
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<tr>
<td>Other</td>
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<td>OSC’s as per rubrics</td>
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### Learning Environment/Type

<table>
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<tr>
<td>C - Clinical</td>
<td>90</td>
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</tr>
<tr>
<td>L - Classroom</td>
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<td>Total</td>
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</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Theory:
Review of patient documentation and treatment planning
Review oral cavity and anatomy
Review of infection control protocols for laboratory and clinic
How to perform intra-oral and extra-oral examinations
Complete dentures treatment planning and fabrication process
Post insertion care
Lab:
Alginate mixing and types of materials available
Use of Mechanical vacuum mixer
VCC Denturist Clinic:
Chair positioning, instrument use, mouth mirror
Preliminary impression taking and pour up
Border molding and final impressions/ VDO/ VDR records
Stock trays: sizing, adjusting
Fitting and follow up care

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FOR COMMITTEE USE ONLY
Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Case Management 1

Course Number: DEND 2105  Number of Credits: 3  Effective Date: Sep 4, 2018

Course Description:
In this course students apply a holistic approach to client treatment. The focus is on cases completed in the DEND 2103 Clinical Prosthetics 1 course. Students reflect on, and integrate previously learned theoretical knowledge and practical skills from complete denture courses. Students present clinical cases from DEND 2103 to their peers, providing the rationale and methodology for choosing the content of their client treatment plan. Students reflect on the difficulties and successes they encountered throughout the entire client treatment process and reflect on ways to improve their practice. In addition students are required to demonstrate ability to compose and manage patient records and maintain confidentiality. Opportunities to role play difficult case scenarios are provided.

School or Centre: School of Health Sciences

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Successful completion of all Term 1 and 2 courses and DEND 2103

Course Co-requisites (if applicable):
DEND 2101; DEND 2102; DEND 2104; DEND 2106

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:
By the end of this course students will be able to:

1. Demonstrate the ability to complete a patient consultation for a complete denture.
2. Demonstrate effective communication techniques with the patient.
3. Develop an appropriate treatment plan for the complete denture.
4. Demonstrate an understanding of the importance of accuracy and confidentiality with patient documentation.
5. Demonstrate procedures used in the clinical environment when treating a completely edentulous patient for a removable denture.
6. Demonstrate safe practice during clinical and lab procedures.
7. Reflect on the outcomes of all relevant aspects of your selected client cases and reflect on ways to improve practice.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
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<tbody>
<tr>
<td>Clinical Examination</td>
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<tr>
<td>Project</td>
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<td>Presentations</td>
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<td>Portfolio</td>
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<td>Practical project</td>
</tr>
<tr>
<td>Lab Work</td>
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</table>

Total 65

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### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<tr>
<td>L - Classroom</td>
<td>40</td>
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</tbody>
</table>

Total 65

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### Resource Material(s):

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

Patient consultation: Medical and physiological documentation; extra/intra oral examinations;
Treatment plan: Patient documentation; confidentiality; access patient requirements; access clinical
requirements; access technical requirements; treatment schedule and time management
Clinical procedures: Apply concepts and technical and clinical skills learned in Clinical Prosthetics 1 and 2.
Emphasis is on clinical procedure accuracy and time management
Post insertion care: patient record management; confidentiality; effective and supportive patient
communication;
Reflection; role play; ethical dilemmas
Portfolio as per regulatory requirements

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:

VCC-CD-20150901
**Course Name:** Pharmacology

**Course Number:** DEND 2106  
**Number of Credits:** 2  
**Effective Date:** Sep 4, 2018

**Course Description:**
This course introduces students to the basic principles of pharmacology. Selected drug groups that might be used and that impact denturist treatment are studied in detail. Students will practice obtaining an accurate oral health and drug history to recognize the oral manifestations of both systemic diseases and pharmacological agents in a holistic manner. Emphasis will be placed on prevention of problems by understanding the impact of pharmacological interventions on oral health and denturist clinical practice.

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

**Year of Study:** 2nd Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Successful completion of all Term 1 and 2 courses

**Course Co-requisites (if applicable):**
DEND 2101; DEND 2102; DEND 2103; DEND 2104; DEND 2105

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

Applicants requesting PLAR must meet with the Denturist Department Leader.
Instructional Strategies:
Blended learning, guided discussion, audiovisual presentations, group activities, skill building exercises, simulation, peer feedback and self reflection.

Course Learning Outcomes:
By the end of this course the students will be able to:

1. Review the process of inflammation, immunity & cellular adaptation in response to injury.
2. Describe various pharmacological treatments of inflammation.
3. Describe the basic principles of pharmacology.
4. Describe selected drug groups such as immuno-suppressants and antimicrobials used in the treatment of oral conditions that impact Denturist clinical practice.
5. Apply knowledge of the determinants of health when assessing a clients’ oral health status, justifying treatment decisions and providing appropriate referrals as needed considering the determinants of health.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
- Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
- Clinical Practice: Demonstrate knowledge and skills to meet patients’ needs related to denturist services;
- Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
- Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
- Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
- Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
- Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
Evaluation/Grading System

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

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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
<td>Assignments</td>
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<td>Case studies</td>
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<tr>
<td>Quizzes/Tests</td>
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<td>Multiple choice and short answer questions.</td>
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<tr>
<td>Other</td>
<td>10</td>
<td>Group Presentation</td>
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Total 100

Learning Environment/Type

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<th>Instruction Type</th>
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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.
Pharmacology principles
Inflammation, immune responses and cellular adaptations
Drug groups that might be used and that impact denturist treatment
Drug abuse manifestations
Side effects of medications
Sjogrens Syndrome
Cancer treatment - effect of chemotherapy and radiation to salivary glands
Oral health history taking

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Business Management

Course Number: DEND 2201  Number of Credits: 3  Effective Date: Sep 4, 2018

Course Description:
This course provides an introduction to business management practices that are required to operate a Denturist Practice. Policies and procedures required to provide patient care in a Denturist Lab are addressed.

School or Centre: School of Health Sciences

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Successful completion of all Term 1, 2, and 3 courses

Course Co-requisites (if applicable):
DEND 2202; DEND 2203; DEND 2205

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Guided discussion, audio visual presentation, group activities, peer feedback, self reflection, skill building exercises; online activities and simulation.

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

1. Initiate and maintain patient records.
2. Determine safe practices using current standards that ensure personal and public safety required in a Denturist practice.
3. Identify business management skills required in a Denturist practice including hiring practices, human resource management, and time management.
4. Identify the components of a business plan.
5. Determine how the College of Denturists of BC's current By-laws, Code of Ethics, and Standards of Practice are applied in a Denturist Practice.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
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**Evaluation/Grading System**

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<td>Group Project</td>
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<td>Quizzes/Tests</td>
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<td></td>
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<tr>
<td>Project</td>
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Total 100

**Learning Environment/Type**

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<th>Instruction Type</th>
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<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>60</td>
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Total 60

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
Record Keeping
Confidentiality
People Management (staffing, communication)
Taxation - Revenue Canada
Business Plan
Business Insurance
Staffing Requirements
Advertising guidelines
Worksafe BC (WHMIS, Worksafe BC)
Infection Prevention and Control
Networking
Patient Management Systems
Accounting (Personal vs Business)
Tools to mentor and motivate staff

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
### Course Name:
Gerontology

### Course Number:
DEND 2202

### Number of Credits:
1

### Effective Date:
Sep 4, 2018

### Course History:
New Course

### School or Centre:
School of Health Sciences

### Year of Study:
2nd Year Post-secondary

### Course Description:
In this gerontology course students will explore the normal aging process as well as how the aging process is affected by the social determinants of health. How changes of aging affect daily functioning and impact dental health will be discussed. Strategies of how to support aging clients in a Denturist practice are identified.

### Course Pre-requisites (if applicable):
Successful completion of all term 1, 2 and 3 courses

### Course Co-requisites (if applicable):
DEND 2201; DEND 2203; DEND 2205

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Guided discussion, audio visual presentation, group activities, peer feedback, self reflection, skill building exercises; online activities and simulation.

Course Learning Outcomes:
By the end of this course the students of this course the student will be able to:

1. Describe the normal changes of aging.
2. Describe the aging demographics in Canada and the impact of this growth on our society.
3. Discuss personal and societal values regarding the aging process.
4. Identify formal and informal support systems for the aging population.
5. Discuss the implications of elder abuse within the older adult population.
6. Discuss common diseases of aging and how these affect dental health.
7. Discuss how to support aging clients in a Denturist Practice.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
## Evaluation/Grading System

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

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<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tr>
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<td>Project</td>
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<td>Quizzes/Tests</td>
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Total 100

## Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
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Total 20

## 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:
Normal aging process (including bone loss)
Diversity of aging experience
Determinants of Health
Changes that affect daily functioning
Elder abuse
Formal and informal supports
Communication and hearing loss
Concerns facing seniors in our society
Common diseases of an aging population: i.e. dementia, Parkinson's, arthritis, depression
Psychology of aging
Communication skills

VCC Education and Education Support Policies
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FOR COMMITTEE USE ONLY

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

VCC-CD-20150901
Course Name: Clinical Prosthetics 3

Course Number: DEND 2203  
Number of Credits: 5  
Effective Date: Sep 4, 2018

Course Description:

In this course, students continue to gain expertise in performing patient assessment procedures. Students continue to develop skills in professional conduct, patient communication and clinic/lab asepsis. Clinical applications for clients requiring both Removable Partial Dentures and Complete Dentures include patient consultation, treatment planning, intra-oral and extra-oral assessments, preliminary impression procedures, face-bow registration, tooth mobility testing, post insertion follow up and maintenance of the dental treatment record. In addition, students develop skills in the manipulation of final impression materials, bite registration materials and border molding for final impressions.

School or Centre:  
School of Health Sciences

Year of Study:  
2nd Year Post-secondary

Course History:  
New Course

Course Pre-requisites (if applicable):

Successful completion of all Term 1, 2 and 3 courses

Course Co-requisites (if applicable):

DEND 2201; DEND 2202; DEND 2205

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:
By the end of this course students will be able to:

1. Demonstrate a complete oral examination of patient.
2. Demonstrate thorough documentation of patient medical and physiological information relevant to the Denturist treatment plan.
3. Demonstrate skills to manipulate impression materials for making preliminary impressions for Complete and Partial Dentures.
4. Demonstrate skills to manipulate impression materials for border molding and making final impressions for Complete and Immediate Dentures.
5. Demonstrate intra oral registration procedures for a partially edentulous patient.
6. Demonstrate the process for using a face-bow and transferring the records from patient to a semi-adjustable articulator.
7. Demonstrate clinical try-in procedures for partial and fully edentulous patients.
8. Apply procedures for denture insertion and post insertion care.
9. Demonstrate skills in professional conduct, patient communication and clinic/lab asepsis.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
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<td>S= Satisfactory completion of all parts of evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tbody>
<tr>
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<td>Objective Structured Clinical Exam (OSCE)</td>
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<tr>
<td>Other</td>
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<tr>
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| Total                 |            |                                                                                                 |

### Learning Environment/Type

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<tr>
<th>Instruction Type</th>
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</thead>
<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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</tr>
<tr>
<td>C - Clinical</td>
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<tr>
<td>L - Classroom</td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

| Total                  | 135                       |          |

### 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:

Theory: review
Removable Partial and Complete Dentures: Design and Survey; Stock trays: sizing and adjusting; Final Impression: Block-out procedures; Review prescriptions; Hygiene and maintenance of removable dentures.

Lab: Bite registration: tactile; pintracer; facebow; preliminary impressions; final impression. Immediate Dentures: adjustments; tissue conditioning; post care; repairs; relines; prescription and documentation management.

VCC Denturist Clinic
Applied clinical: Bite registration: tactile; pintracer; facebow; preliminary impressions; final impression. Immediate Dentures: adjustments; tissue conditioning; post care; repairs; relines; Prescription and documentation management.

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Case Management 2

Course Number: DEND 2205  Number of Credits: 3

Course Description:
This course applies a holistic approach to client treatment. The focus is on cases completed in the DEND 2104 Clinical Prosthetics 2 course. Students integrate and reflect on previously learned theoretical knowledge and practical skills from removable partial denture courses and present to their peers the rationale and methodology for choosing the content of their client treatment plan. Students reflect on the difficulties and successes they encountered throughout the entire client treatment process and identify ways to improve their practice. In addition students are required to demonstrate patient record management and confidentiality. Opportunities to role play difficult case scenarios are provided.

School or Centre: School of Health Sciences

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Successful completion of all Term 1, 2 and 3 courses

Course Co-requisites (if applicable):
DEND 2201; DEND 2202; DEND 2203

PLAR (Prior Learning Assessment & Recognition)

Applicants requesting PLAR must meet with the Denturist Department Leader

Yes (details below):
Instructional Strategies:

Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:

By the end of this course students will be able to:

1. Demonstrate the ability to complete a patient consultation for a removable partial denture.
2. Demonstrate effective communication techniques with the patient.
3. Develop an appropriate treatment plan for the removable partial denture.
4. Demonstrate complete and accurate documentation.
5. Demonstrate procedures used in the clinical environment when treating a partially edentulous patient for a removable denture.
6. Demonstrate safe practice and confidentiality during clinical and lab procedures.
7. Reflect on the outcomes of all relevant aspects of your selected client case(s) and present to peers and identify ways to improve practice.

Program Learning Outcomes:

Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
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<tr>
<td>Project</td>
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<td>Case Presentation(s)</td>
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<tr>
<td>Portfolio</td>
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| Total                          |            |                                                                                  |

### Learning Environment/Type

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<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>25</td>
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</table>

| Total                           | 65                        |          |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Patient consultation: Medical and physiological documentation; extra/intra oral examinations;

Treatment plan: Patient documentation; confidentiality; access patient requirements; access clinical requirements; access technical requirements; treatment schedule and time management

Clinical procedures: Apply concepts, technical and clinical skills learned in Clinical Prosthetics 1, 2 and 3. Emphasis is on clinical procedure accuracy and time management.

Post insertion care: patient record management; confidentiality; effective and supportive patient communication;

Reflection; ethical dilemmas; problem solving
Portfolio as per regulatory requirements

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:   Approved by Education Council:
Course Name: Community Practicum 1

Course Number: DEND 2206  Number of Credits: 6  Effective Date: Sep 4, 2018

Course Description:
In this first community practicum, students apply beginning clinical, laboratory and business skills under the direct supervision of a registered Denturist. Students gain experience in communication, professionalism, financial management, record keeping, and infection prevention and control.

School or Centre: School of Health Sciences
Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Successful completion of all term 1,2,3, and Term 4 courses DEND 2201; DEND 2202; DEND 2203; DEND 2205

Course Co-requisites (if applicable):
NA

PLAR (Prior Learning Assessment & Recognition)  □ No  ☑ Yes (details below):
Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Mentorship; constructive feedback; role modeling; learning plan

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

1. Communicate with the healthcare team, clients and family in a professional manner.
2. Initiate and maintain denturist records.
3. Demonstrate safe practice by following Infection prevention and control standards as per the College of Denturists of BC.
4. Demonstrate beginning business management skills.
5. Demonstrate professional behaviour.
6. Fabricate removable dental prosthetics with direct supervision.
7. Provide comprehensive prosthodontic treatment with direct supervision.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
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<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
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<td>S=satisfactory completion of all parts of the evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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Total

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<tr>
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Total 180

### 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.
Professional communication
Denturist records/documentation
Infection prevention and control standards as per the College of Denturists BC.
Business management skills
Professional behaviour
Reline complete and partial dentures
Initial consultation, treatment planning and fabrication to include: complete dentures; complete upper denture

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Professionalism 4

Course Number: DEND 3101  Number of Credits: 1  Effective Date: Sep 4, 2018

Course Description:
This course builds on previous professionalism courses with further study of jurisprudence and ethical issues. Students practice maintaining professional relationships with clients and their families while respecting client privacy. Registration requirements of the regulatory college are reviewed. Time management and work life balance is discussed.

School or Centre: School of Health Sciences

Year of Study: 3rd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
All courses in Term 1, 2, 3 & 4.

Course Co-requisites (if applicable):
DEND 3102; DEND 3103; DEND 3105

PLAR (Prior Learning Assessment & Recognition)  No  ☑️ Yes (details below):
Applicants requesting PLAR must make an appointment with the Department Leader.
Instructional Strategies:
Blended learning, guided discussion, audiovisual presentations, group activities, skill building exercises, simulation, peer feedback and self reflection.

Course Learning Outcomes:
By the end of this course students will be able to:

1. Demonstrate ability to maintain boundaries with clients and families.
2. Demonstrate respect for client privacy.
3. Describe continuing education requirements of regulatory college.
4. Analyze jurisprudence and ethical issues related to case scenarios.
5. Compose personal time management and work-life balance plans.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
- Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
- Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
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- Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
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<tr>
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Total 100

## Learning Environment/Type

<table>
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<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>20</td>
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</tr>
</tbody>
</table>

Total 20

## 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.
Boundaries with clients and families.
Respect client privacy.
Continuing education requirements of regulatory college
Jurisprudence & ethics
Regulatory requirements for registration
Time management
Work-life balance

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FOR COMMITTEE USE ONLY
Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Dentures Over Implants

Course Number: DEND 3102  Number of Credits: 4  Effective Date: Sep 4, 2018

Course Description:
This course introduces students to foundational principles and concepts of dental implant technology. The emphasis is on an interdisciplinary approach to dental implant treatment for edentulous clients. Knowledge is applied through the design, fabrication, processing and repair of implant supported dentures.

Course Pre-requisites (if applicable):
Successful completion of all term 1, 2, 3 and 4 courses

Course Co-requisites (if applicable):
DEND 3101; DEND 3103; DEND 3105

PLAR (Prior Learning Assessment & Recognition)

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:
By the end of this course the students will be able to:

1. Discuss the history of Dental Implants.
2. Explain the concepts and principles of Dental Implant technology.
3. Identify Dental Implant components.
4. Demonstrate the design and fabrication of implant supported dentures.
5. Apply digital applications when designing an implant supported denture.
6. Develop hygiene protocol for clients with Dental Implant supported dentures.
7. Demonstrate an interdisciplinary approach to Dental Implant treatment planning.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
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<tbody>
<tr>
<td>Lab Work</td>
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<td>Practical Projects as per rubrics</td>
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<tr>
<td>Other</td>
<td>35</td>
<td>OSCE as per rubrics</td>
</tr>
<tr>
<td>Project</td>
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Total 100

Learning Environment/Type

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Total 90

Resource Material(s):

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

History of Dental Implants.
Concepts and principles of Dental Implants.
Dental Implant components
Introduction to the design and fabrication of implant supported dentures
Digital applications when designing an implant supported denture
Implant related occlusal schemes
Hygiene requirements for clients with Dental Implant supported dentures
Interdisciplinary approach to Dental Implant treatment
Appropriate client selection for Dental Implant denture restorations
Trouble shooting removable implant restorations
Implant model fabrication
Processing implant supported overdenture

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:
Course Name: Advanced Denturist Practice

Course Number: DEND 3103
Number of Credits: 3
Effective Date: Sep 4, 2018

Course Description:
This course allows students to integrate new technologies and practices as they emerge and as legislation and scope of practice change. Students have the opportunity to further develop problem solving and time management skills while completing several laboratory projects.

School or Centre: School of Health Sciences
Year of Study: 3rd Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Successful completion of all Term 1, 2, 3, and 4 courses

Course Co-requisites (if applicable):
DEND 3101; DEND 3102; DEND 3105

PLAR (Prior Learning Assessment & Recognition)
No [x] Yes (details below):
Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Guided discussion, audio visual presentation, group activities, peer feedback, self reflection, skill building exercises; online activities and simulation.

Course Learning Outcomes:
1. Demonstrate safe and effective use of new clinical and laboratory tools, equipment and supplies.
2. Describe the principles of operation of specialized procedures or equipment used in a Denturist clinic.
3. Select current equipment appropriate to the specified procedures, safely and efficiently.
4. Use current CAD-CAM technology to design removable dental appliances.
5. Use current photographic techniques in the client treatment plan.
6. Compose the digital work-flow chart as it pertains to the fabrication process for removable dentures.
7. Use precision attachments in the fabrication of removable partial dentures.
8. Discuss professional responsibilities related to legislation and scope of practice changes.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
### Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
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<td>Satisfactory/Unsatisfactory</td>
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<td>S = successful completion of all parts of evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<th>Type</th>
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</thead>
<tbody>
<tr>
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<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
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<tr>
<td>Assignments</td>
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<td>digital work-flow chart</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>digital design of a removable denture</td>
</tr>
<tr>
<td>Clinical Examination</td>
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<td>Objective Structured Clinical Exam (OSCE)</td>
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</tbody>
</table>

Total 100

### Learning Environment/Type

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<tbody>
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<td>B - Lab (Computer, Chemistry...)</td>
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</table>

Total 70

### Resource Material(s):

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

- Digital Workflow
- CAD Programs
- Scanning
- Digital Printers
- Milling Machines (CAM)
- SEMCD Program (suction dentures)
- Partial with precision attachments
- Teeth Whitening
- Mouthguards
- Acrylic customized staining
- Dental Photography
- Different occlusal schemes - lingualized occlusion
- New technologies and skills as they emerge
- Ethical case scenarios related to legislation and scope of practice changes

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FOR COMMITTEE USE ONLY

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</thead>
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VCC-CD-20150901
**Course Name:** Case Management 3  
**Course Number:** DEND 3105  
**Number of Credits:** 3  
**Effective Date:** Sep 4, 2018

**Course Description:**
This course applies a holistic approach to client treatment. The focus is on cases completed in DEND 2206 Community Practicum 1. Students integrate and reflect on previously learned theoretical knowledge and practical skills from the removable partial and complete denture courses and application of these in Community Practicum 1. Students present clinical cases from their Community Practice 1 experience to their peers, including the rationale and methodology for choosing the content of their client treatment plan. Students reflect on the difficulties and successes they encountered throughout the entire client treatment process and identify ways to improve their practice. In addition students are required to demonstrate how they were able to compose and maintain patient record management and confidentiality. Students have the opportunity to role play difficult case scenarios.

**School or Centre:** School of Health Sciences  
**Year of Study:** 3rd Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Successful completion of all Term 1, 2, 3 and 4 courses

**Course Co-requisites (if applicable):**
DEND 3101; DEND 3102; DEND 3103;

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

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

Applicants requesting PLAR must meet with the Denturist Department Leader
Instructional Strategies:
Clinical activities, labs, seminars, multimedia presentations, case studies, interactive discussions

Course Learning Outcomes:
By the end of this course the students will be able to:
1. Demonstrate the ability to complete a patient consultation for a removable partial and complete denture.
2. Demonstrate effective communication techniques with the patient.
3. Compose an appropriate treatment plan for the removable partial and complete denture.
4. Demonstrate complete and accurate patient documentation.
5. Demonstrate procedures used in the clinical environment when treating a partially and completely edentulous patient for a removable denture.
6. Demonstrate safe practice and confidentiality during clinical and lab procedures.
7. Reflect on the outcomes of all relevant aspects, including any ethical issues in your selected client case and present to peers.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will be able to:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
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<tbody>
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<td>Objective Structured Clinical Exam (OSCE)</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td>Case Presentation(s)</td>
</tr>
<tr>
<td>Assignments</td>
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<td>Reflection on selected case(s)</td>
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<td>Assignments</td>
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<td>Reflection on Ethical Dilemma(s)</td>
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<td>Portfolio</td>
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**Total**

## Learning Environment/Type

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<td></td>
</tr>
<tr>
<td>L - Classroom</td>
<td>40</td>
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**Total** 65

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
PATIENT CONSULTATION: Medical and Physiological documentation; extra/intra oral examinations;

TREATMENT PLAN: Patient documentation; confidentiality; access patient requirements; access clinical requirements; access technical requirements; treatment schedule and time management

CLINICAL PROCEDURES: Apply concepts and technical and clinical skills learned in Clinical Prosthetics 1, 2 and 3. Emphasis is on clinical procedure accuracy and time management.

POST INSERTION CARE: patient record management; confidentiality; effective and supportive patient communication;

Ethical dilemmas; self reflections
Portfolio as per regulatory requirements

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Community Practicum 2

**Course Number:** DEND 3106  
**Number of Credits:** 6  
**Effective Date:** Sep 4, 2018

**Course Description:**
Building on Community Practice 1 and the courses in Term 5, students continue to apply clinical, laboratory and business skills under the supervision of a registered Denturist. Students gain experience in communication, professionalism, financial management, record keeping, and infection prevention and control as well as treatment planning and fabrication of removable dental prosthetics.

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

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Course History</th>
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<tbody>
<tr>
<td>3rd Year Post-secondary</td>
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**Course Pre-requisites (if applicable):**
Successful completion of all Term 1, 2, 3, 4 and Term 5 courses DEND 3101; 3102; 3103; 3105

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

**PLAR (Prior Learning Assessment & Recognition)**
- [x] No  
- [ ] Yes (details below):
### Course Learning Outcomes:

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

1. Communicate with the healthcare team, clients and family in a professional manner.
2. Initiate and maintain denturist records.
3. Demonstrate safe practice by following infection prevention and control standards as per the College of Denturists of BC.
4. Demonstrate beginning business management skills.
5. Demonstrate professional behaviour.
6. Fabricate removable dental prosthetics with supervision.
7. Provide comprehensive prosthodontic treatment with supervision.

### Program Learning Outcomes:

Upon completion of the Denturist Program graduates will be able to:

- Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
- Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
- Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
- Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
- Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
- Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist service;
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### Evaluation/Grading System

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<tr>
<th>Grading System</th>
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<td>Satisfactory/Unsatisfactory</td>
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<td>S=Successful completion of all parts of the evaluation plan</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<td>Practicum</td>
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<td>Self Evaluation as per rubric</td>
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<td>Practicum</td>
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<td>Mentor/Faculty Midterm evaluation as per rubric</td>
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<td>Self Evaluation as per rubric</td>
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<td>Portfolio</td>
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| Total | |

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<tr>
<td>P - Practicum</td>
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| Total | 180 |

### 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:

Professional communication
Denturist records/documentation
Infection prevention and control standards as per the College of Denturists of BC.
Business management skills
Professional behaviour
Reline complete and partial dentures
Initial consultation, treatment planning and fabrication to include: complete upper denture; complete upper and lower immediates; partial upper and lower denture (must be cast frame partials); partial upper denture (one tooth borne partial denture)

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Managing a Denturist Practice

**Course Number:** DEND 3204  
**Number of Credits:** 3  
**Effective Date:** Sep 4, 2018

**Course Description:**
In this course, students develop business skills required as an employee in, or proprietor of a Denturist practice. Students will gain further understanding of the knowledge and skills learned in this course in the Preceptorship.

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

**Year of Study:** 3rd Year Post-secondary

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
All Term 1, 2, 3, 4, and 5 courses

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

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

Applicants requesting PLAR must meet with the Denturist Department Leader.
Instructional Strategies:
Guided discussion, audio visual presentation, group activities, peer feedback, self reflection, skill building exercises; online activities, guest speakers and simulation.

Course Learning Outcomes:
1. Differentiate between models of Denturist practice.
2. Describe the legal requirements of a Denturist practice.
3. Determine the steps involved in setting up a Denturist practice.
4. Examine the financial requirements of a Denturist practice.
5. Explain marketing strategies that could be used for a Denturist practice.
6. Design a business plan for a Denturist practice.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
**Evaluation/Grading System**

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

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_Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):_

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<tr>
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<tr>
<td>Project</td>
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_Total 100%

**Learning Environment/Type**

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<th>Instruction Type</th>
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<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>60</td>
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_Total 60

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Business plan
Legal requirements to start a Denturist Practice
- Business License
- Lease Agreements
- Practice options
Patient Management Systems
Marketing
Finances
Insurance - liability; building; content etc.
Collaborative communication strategies
Confidentiality
Documentation
Billing processes
Treatment Plans - communication of plan and cost with client
Leasehold Improvements
Workflow issues; clinic/office layout
Denturist Practice valuation; College of Denturists of BC Regulation

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:   Approved by Education Council:
Case Management 4

Course Number: DEND 3205  Number of Credits: 6  Effective Date: Sep 4, 2018

Course Description:
This final course in the Denturist Science Program builds on Case Management 1, 2 and 3 courses. Students integrate previously learned theoretical knowledge and practical skills from all complete and removable partial denture courses and application of this knowledge and skills to specific cases in Community Practice 2 and Preceptorship. Students present selected client cases from their Community Practice 2 and Preceptorship experience to peers, including the rationale and methodology for choosing the content of their client treatment plan. Students are required to reflect on peer, mentor and instructor feedback on these treatment plans and presentations, incorporating this feedback and self-reflections into a plan to improve their practice. Students have the opportunity to role play difficult case scenarios as well as review their portfolio, address deficiencies in preparation to write the regulatory examinations.

School or Centre: School of Health Sciences
Year of Study: 3rd Year Post-secondary
Course History: New Course
Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Successful completion of all Term 1, 2, 3, 4 and 5 courses and DEND 3204, DEND 3206

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

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

By the end of this course the students will be able to:

1. Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
2. Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
3. Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
4. Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
5. Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
6. Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
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8. Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.

Program Learning Outcomes:

Upon completion of the Denturist Program graduates will: will be able to:

• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care.
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics
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<td>Case Presentation(s)</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td>Self Reflection of case presentations</td>
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<tr>
<td>Assignments</td>
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<td>Reflections on ethical dilemma(s)</td>
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<tr>
<td>Portfolio</td>
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<td></td>
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<td>40</td>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>C - Clinical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total                     | 140                       |          |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Patient consultation: Medical and physiological documentation; extra/intra oral examinations;

Treatment plan: Patient documentation; confidentiality; access patient requirements; access clinical requirements; access technical requirements; treatment schedule and time management

Clinical procedures: Apply concepts and technical and clinical skills learned in Clinical Prosthetics 1, 2 and 3. Emphasis is on clinical procedure accuracy and time management.

Post insertion care: patient record management; confidentiality; effective and supportive patient communication

Ethical dilemmas; Self reflection
Completion of Portfolio as per regulatory requirements
Preparation for regulatory examinations

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

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

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

Course Number: DEND 3206  
Number of Credits: 12  
Effective Date: Sep 4, 2018

Course Description:
This Preceptorship builds on Community Practicums 1 and 2. In a Denturist practice, students apply clinical, laboratory and business skills under the mentorship of a registered Denturist. Students demonstrate the ability to work independently by the end of the Preceptorship. Students have the opportunity to apply knowledge and skills in the following areas: communication, professionalism, financial management, record keeping and infection prevention and control. During the Preceptorship, students complete the requirements of their portfolio as per the expectations of the College of Denturists of British Columbia. VCC faculty advisors collaborate with the preceptor and student to facilitate the Preceptorship experience.

School or Centre: School of Health Sciences

Year of Study: 3rd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Successful completion of Terms 1,2,3,4,5 DEND 3204

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☑ Yes (details below):
Instructional Strategies:
Mentorship; constructive feedback; role modeling; learning plan

Course Learning Outcomes:
Upon completion of the Denturist Program graduates will:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients’ needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.

Program Learning Outcomes:
Upon completion of the Denturist Program graduates will:
• Apply the current National Competency Profile for Denturists to provide safe, competent, culturally competent and ethical care;
• Practice within the Health Professions Act and the related College of Denturists of British Columbia documents: Scope of Practice, Standards of Practice, and Code of Ethics;
• Clinical Practice: Demonstrate knowledge and skills to meet patients' needs related to denturist services;
• Laboratory Procedures: Design, fabricate, and maintain a wide variety of dental prostheses and/or oral devices;
• Professional Collaboration: Collaborate with other healthcare professionals to optimize patient treatment and improve health outcomes;
• Practice Management: Apply knowledge, principles, and the skills of management with the goal of providing effective and efficient denturist services;
• Jurisprudence, Ethics and Professional Responsibilities: Demonstrate professional behaviour that is ethical, supersedes self-interest, strives for excellence, is committed to continued professional development;
• Communication: Communicate with patients, colleagues, and other healthcare professionals, to promote and support optimal patient care and well-being.
## 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>$S$ = Satisfactory completion of all parts of evaluation plan</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
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<tbody>
<tr>
<td>Portfolio</td>
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<tr>
<td>Other</td>
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<td>Mentor/faculty Midterm evaluation</td>
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<tr>
<td>Other</td>
<td></td>
<td>Self-evaluation Midterm</td>
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<tr>
<td>Other</td>
<td></td>
<td>Mentor/faculty Final evaluation</td>
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<tr>
<td>Other</td>
<td></td>
<td>Self Evaluation Final</td>
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**Total**

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>360</td>
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</table>

**Total** 360

## 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:

Communication
Professionalism
Financial management
Record keeping
Infection prevention and control

Portfolio requirements as per College of Denturists of BC include: complete upper and lower dentures; complete upper and lower denture on implant; single denture; repairs (midline fracture; tooth replacement; clasp replacement); partial denture; denture relines.

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: |
Committee name: Curriculum Committee

Type: Standing Committee of Education Council

Chairperson: An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Curriculum Committee.

Responsible To: Education Council

Purpose: The Curriculum Committee is a standing committee of Education Council charged with ensuring that the College’s curriculum development and review are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act.

Duties:

1. Review, discuss and evaluate curriculum proposals for alignment and quality assurance.
2. Provide advice and support on curriculum development, approval and implementation processes.
3. Determine whether proposals are major or minor in nature.
4. Recommend revisions to curriculum documentation and proposals as required.
5. Approve minor changes to curriculum.
6. Make recommendations to Education Council to approve major changes to curriculum.
7. Make recommendations to Education Council to approve curriculum for new courses and programs.
8. Conduct an annual review of curriculum documentation and templates and make recommendations to Education Council.
9. Conduct an annual review of the status of curriculum documentation and submit a priority update list to Education Council.
10. Strike ad hoc committees as required.

Authority: The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.

Timeframes and Reporting: Curriculum Committee meets monthly (normally), and reports to Education Council at the meeting following the Committee’s meeting.
Membership: Members do not have to be Education Council members to serve on Education Council Committees.

The Committee is composed of the following members:

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. One (1) faculty member from each School or Centre, one (1) faculty member from the Library and Learning Centre, and one (1) faculty member from Student Development, selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council shall be responsible for initiating and conducting a selection process for their area.
3. One (1) administrator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
4. One (1) support staff representative selected by the Support Staff representatives of Education Council.
5. One (1) student selected by the student representatives of Education Council.
6. One (1) dean appointed by the Vice President - Academic, Students and Research representing administration.
7. One (1) employee from Student Development, appointed by the Dean of Student Development.
8. Registrar or designate.
9. Education Council Chair, ex-officio.

Length of Term: All terms will be two (2) years in renewable alternating terms.

Quorum: The quorum shall be five (5) members.

Other Resources: The Education Council Recording Secretary provides support as needed. This person is responsible for collecting curriculum submissions, preparing and distributing documents, agendas and notes, and providing organizational support for meetings.

Chair release time equals 25%.

Notes: Notes are taken at all committee meetings. A summary of these notes is forwarded to the Chair of Education Council by the Chair of the Curriculum Committee.

Communication with Council: Business arising from the Curriculum Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any proposed curriculum changes in the form of a motion to Education Council. The Chair assists the curriculum developer in presenting information to Education Council.
DEcision Note

PREPARED FOR: Education Council

DATE: December 12, 2017

ISSUE: Change to Practical Nursing admission requirements

BACKGROUND:
The provincial regulatory body for the Practical Nursing (PN) program is affirming revised admissions requirements. Dean Debbie Sargent is on the Practical Nursing Provincial Curriculum Steering Committee, and is bringing the likely new admissions language through governance. The changes from the regulatory body have taken longer than planned, and applications to the Sept 2018 cohort of PN have been closed for several months waiting for the new admissions requirements. The program would like to re-open the application process, to give the program time to fill. I agreed to bring the changes to the admissions language directly to Education Council, bypassing Curriculum Committee, based on the fairly minor change in language, and that Dean Sargent has already consulted with the Registrar’s Office and the Assessment Centre, and will consult with Advising prior to the Education Council meeting.

DISCUSSION:
The changes clarify the acceptable proofs of English Language proficiency for the PN program. It also increases the IELTS overall band score required to 7.0 from the current 6.5. This reflects the change required by the regulatory body.

RECOMMENDATION:
THAT Education Council approve the changes to the admissions requirements for the Practical Nursing Diploma and the Access to Practical Nursing Diploma.

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: December 5, 2017
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): Practical Nursing and Access to Practical Nursing

ANTICIPATED START DATE: September 2018

Curriculum Developer: Julie Gilbert Title: Department Head
School/Centre: School of Health Sciences Department: Practical Nursing
E-mail: jgilbert@vcc.ca Phone/Ext.: 5130

A) DEVELOPMENT TYPE (select all that apply)

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

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

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

☐ Program/Credential
☐ Prior Learning Assessment and Recognition (PLAR)
☐ Program Admission Requirements
☐ Program Learning Outcomes (Indicate outcome number(s): __________)
☐ Grading system (at variance with policy C.1.1 Course/Program Grading)
☐ Program duration/maximum allowable time for completion
☐ Program GPA requirements
☐ Program/Course Credit Hours
☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
☐ Course sequencing (that impacts the year the course is offered in)
☐ Other: _____________________

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

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

- Program Content Guide: Practical Nursing and Access to Practical Nursing programs

☐ Course Outline(s)

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

Course name and number: ________________________________________

*(Add additional lines if required)*

C) RATIONALE

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

   The provincial Practical Nursing (PN) Curriculum has undergone changes and is currently going through a consultation period. The Dean is on the Provincial Steering Committee and is confident that the Admission Requirements will be changing only slightly. It is the desire of the program to publish what the expected new admission requirements are so that applications can be opened up; they have been closed for several months while the provincial review was underway.

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

   No

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

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
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</tr>
<tr>
<td>Faculty/Department</td>
<td>Ongoing discussions regarding new provincial curriculum</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>N/A</td>
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<tr>
<td>Other Department(s)</td>
<td>Reg Office, Advising, EAL</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
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</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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</tr>
<tr>
<td>Assessment Centre</td>
<td>Rachel Warick – Ongoing work around ELPR</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Marilyn Heaps informed</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
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<tr>
<td>Financial Aid</td>
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<tr>
<td>Learning Centre</td>
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<tr>
<td>Library</td>
<td>N/A</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Les Apouchtine; Wendy LaFrance – discussed necessary changes due to revised provincial curriculum</td>
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</table>
Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>Related additional Student Services</th>
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</thead>
<tbody>
<tr>
<td>VCC International and Immigrant Education</td>
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</table>

**FINANCIAL AND OPERATING**

<table>
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<tr>
<th>Communications and Marketing</th>
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<tbody>
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<td>Finance</td>
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<td>Information Technology (IT)</td>
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</tr>
<tr>
<td>Institutional Research (IR)</td>
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<tr>
<td>Safety and Security</td>
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</table>

**EXTERNAL CONSULTATIONS**

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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>
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</tr>
</tbody>
</table>

**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.

   ____Julie Gilbert_____________  ____Julie Gilbert_____________  ____December 5, 2017____
   Name               Sign off            Date

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

   ____Debbie Sargent___________  ____Debbie Sargent___________  ____December 5, 2017____
   Name               Sign off            Date
Practical Nursing Diploma

Program Content Guide

Effective: March 2017 September 2018
Purpose

This full time sixteen (16) month diploma program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the College of Licensed Practical Nurses of British Columbia. The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals and families at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Upon successful completion of the program, learners will possess the competencies to successfully complete the Canadian Practical Nurse Registration Exam (CPNRE). Graduates will be able to care for selected clients chosen on the basis of acuity and complexity in a variety of settings.

Program Learning Outcomes

Graduates of this diploma program will have acquired the knowledge and abilities to:

- Apply the *Entry to Practice Competencies for Licensed Practical Nurses (2013)* to provide safe, competent, culturally safe and ethical care
- Practice within relevant legislation, Standards of Practice Framework: Scope of Practice Standards; Professional Standards; and Practice Standards (2014) as set out by the Health Professions Act of British Columbia and the College of Licensed Practical Nurses of British Columbia
- Value and engage in continuous learning to maintain and enhance competence
- Practice in collaboration with other members of the health care team to meet the collective needs of their clients
- Facilitate and participate in interprofessional problem solving and decision making processes
- Advocate for and facilitate change reflecting evidence-informed practice
- Make systematic practice decisions that are client specific and consider client acuity, complexity, variability, and available resources
- Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care
- Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative relationship
- Provide person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity
- Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate
- Identify one’s own values, biases, and assumptions on interactions with clients and other members of the health care team
Instructional Activities and Design

This diploma program is offered on a full time basis and is divided into four levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program the instructors will encourage the students to become increasingly more self directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Several courses are offered in a mixed delivery mode including in-class as well as online activities.

Level one provides the foundation for the development of nursing practice and introduces the learner to the healthy adult.

Level two explores the older adult and concepts related to ageing and chronic illness in various settings.

Level three examines a continuum of care in the community health setting and applies concepts form level one, two and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level.

Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

Program Duration

The Practical Nursing Diploma is sixteen (16) months in length. Students must complete the diploma within three (3) years from the initial start date to the completion date.
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 courses is 68% with exception of Pharmacology Theory at 80%; Math at 100%, and Integrated Nursing Practice at 75%.

If a student fails a course, there is an opportunity to write a comprehensive supplemental exam for a passing grade of 68%. **Students are only eligible to write a supplemental exam if they are within 4% of the passing grade (i.e. if the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental). No supplemental exam is allowed for a grade of lower than 64%. A total of two supplemental exams are permitted.**

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Department Head’s approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in Practical Nursing courses.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

In the Practical Nursing Diploma program, a student may repeat only two courses throughout the entire program. If a student fails two courses, he/she will exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration.

**Note:** All of the above is monitored by the Practical Nursing Department.

**Credential**

Upon successful completion, students will receive a VCC Diploma. Graduates are then eligible to write the Canadian Practical Nursing Registration Examination (CPNRE), and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.
Admission Requirements

NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met.

- BC Grade 12 or equivalent
- English 12 with a minimum grade of B or equivalent

Proof of English Language Proficiency Requirements: at grade 12 with a B

http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/

As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursing program. These requirements can be satisfied through one of the following:

1. Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country’s official languages. English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-year calculation.

2. International English Language Testing System (IELTS) with minimum scores of:
   - Speaking: 7.0
   - Listening: 7.5
   - Reading 6.5
   - Writing 7.0
   - Overall Band Score 7.0

3. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of:
   - Speaking: 8.0
   - Listening 10.0
   - Reading 8.0
   - Writing 7.0

- Pre-Calculus 11 with a minimum grade of C or equivalent or Foundations of Math 11 with a minimum grade of C or equivalent
• VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%
• Biology 12 with a minimum grade of C or equivalent
• NURS 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years

Upon Acceptance into the program:

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 Justice.

Applicants to the program will be responsible for any costs incurred in the Criminal Record check.

• Current CPR Level C – CPR Level C includes the following
  - Adult/Child/Baby CPR – one rescuer
  - Adult/Child CPR – two rescuer
  - Adult/Child/Baby – choking
  CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above

• Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.

• Submission of a recent negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.

• VCC School of Health Sciences Immunization Record must be completed. Immunizations in the following are strongly recommended:
  - Diphtheria/Tetanus/Pertussis
  - Polio
  - Measles, Mumps & Rubella
  - Varicella (Chicken pox)
  - Hepatitis B
  - Influenza

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

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

Note: If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service (ICES).
Prior Learning Assessment and Recognition (PLAR) - None

Recommended Characteristics

- A caring attitude.
- A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.
- Good command of English comprehension, verbal and writing skills essential.
- Basic computer skills – email, word processing, internet searching
- Good manual dexterity.
- Any supportive courses in human biology, psychology, sociology, First Aid or previous related work experience or education would be an asset.
- A basic foundation in mathematical calculations of decimals, fractions and metric conversions.
- Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a practical nurse, please review Becoming a Licensed Practical Nurse in Canada: Requisite Skills and Abilities at www.clpnbc.org

Note: The College of Licensed Practical Nurses of British Columbia asks each licensure applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.
Course Credits

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>NURS 1001</td>
<td>Professional Communication 1</td>
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</tr>
<tr>
<td>NURS 1002</td>
<td>Professional Practice 1</td>
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<td>NURS 1003</td>
<td>Health Promotion 1</td>
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</tr>
<tr>
<td>NURS 1004</td>
<td>Variations in Health 1</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 1005</td>
<td>Pharmacology 1</td>
<td>1.0</td>
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<tr>
<td>NURS 1006</td>
<td>Integrated Nursing Practice 1</td>
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<td>NURS 1007</td>
<td>Consolidated Practice Experience 1</td>
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<tr>
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<tr>
<td>NURS 2003</td>
<td>Health Promotion 2</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 2004</td>
<td>Variations in Health 2</td>
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<tr>
<td>NURS 2005</td>
<td>Pharmacology 2</td>
<td>1.0</td>
</tr>
<tr>
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<td>Integrated Nursing Practice 2</td>
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</tr>
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<td></td>
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<td>Health Promotion 3</td>
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<td>Variations in Health 3</td>
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</tr>
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<td>Integrated Nursing Practice 3</td>
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<td></td>
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<td>Level Four</td>
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<tr>
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<td>Health Promotion 4</td>
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<td>NURS 4004</td>
<td>Variations in Health 4</td>
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</tr>
<tr>
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<td>Integrated Nursing Practice 4</td>
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<td>NURS 4008</td>
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</tr>
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</table>
Course Descriptions

Level One

NURS 1001  Professional Communication 1  1.0 credit
This course provides learners with the foundational knowledge for caring and professional communication in nursing. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent and collaborative nursing practice. Communication theory, the nurse-client relationship, therapeutic communication, cross-cultural communication, and effective teamwork will be covered.

NURS 1002  Professional Practice 1  1.0 credit
This theory course provides an introduction to the profession of practical nursing. Legislation that informs PN practice within British Columbia will be introduced. The history of nursing and specifically, the evolution of Practical Nursing within the Canadian Health Care System will be discussed. The philosophy and foundational concepts of this PN program curriculum are explored.

NURS 1003  Health Promotion 1  1.0 credit
This course introduces the concepts of health promotion, the determinants of health, health inequities, and develops a beginning knowledge of normal growth and development. Topics include health enhancement, health protection, disease prevention, health restoration/recovery, care, and support.

NURS 1004  Variations in Health 1  1.5 credit
This introductory course provides the learner with the foundations of disease and illness across the lifespan. Learners will gain an understanding of pathophysiological alterations of body systems. Nursing management of disease and illness across the lifespan with an emphasis on interventions and treatment is also discussed. Cultural diversity in healing practices will be explored as well as the incorporation of evidenced informed practice.
NURS 1005  Pharmacology 1  1.0 credit
This introductory course examines the principles of pharmacology required to administer medications in a safe and professional manner. Medication administration requires the application of the nursing process for clinical decision-making. Various routes of medication administration are introduced and complementary, Indigenous, alternative remedies, and polypharmacy across the lifespan are also explored.

NURS 1006  Integrated Nursing Practice 1  4.5 credits
This course emphasizes the art and science of nursing, focusing on the development of basic nursing care and assessment. Learners will apply nursing knowledge through the practice of clinical decision making, nursing assessment skills, and nursing interventions aimed at the promotion of health, independence, and comfort. Classroom, laboratory, simulation, and other practice experiences will assist learners to integrate theory from other Level One courses.

NURS 1007  Consolidated Practice Experience 1  3.0 credits
This first clinical experience provides the learner with an opportunity to integrate theory from Level One coursework into practice. Learners will gain experience in various settings with a focus on the healthy client. Learning the role of the Practical Nurse, personal care skills, organization of care, focused assessment, beginning medication administration and professional communication are emphasized in this course.

Level Two

NURS 2001  Professional Communication 2  1.0 credit
This course provides the learner an opportunity to develop professional communication skills with the older adult, and clients requiring end of life care. Interprofessional communication is further developed.

NURS 2002  Professional Practice 2  1.0 credit
This course examines the legislation influencing PN practice with clients experiencing chronic illness and those in residential care settings. Specific professional issues such as responsibility, accountability, ethical practice and leadership relevant to the PN role in residential care will be explored. Critical thinking and decision making specific to the care of the chronically ill and inter-professional practice will also be addressed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 2003</td>
<td>Health Promotion 2</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 2004</td>
<td>Variations in Health 2</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 2005</td>
<td>Pharmacology 2</td>
<td>1.0</td>
</tr>
<tr>
<td>NURS 2006</td>
<td>Integrated Nursing Practice 2</td>
<td>6.0</td>
</tr>
<tr>
<td>NURS 2007</td>
<td>Consolidated Practice Experience 2</td>
<td>4.0</td>
</tr>
<tr>
<td>NURS 3001</td>
<td>Professional Communication 3</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**NURS 2003 Health Promotion 2**
This course focuses on health promotion as it relates to the aging process. Health promotion activities are aimed at supporting clients in maintaining their health. The concepts of health promotion, physical and mental wellness, normal aging changes and continued independence are examined.

**NURS 2004 Variations in Health 2**
This course will increase the learners understanding of pathophysiology as it relates to the aging process and selected chronic illness. The main focus of this course is on the care of the older adult experiencing a health challenge. Cultural diversity in healing practices will be explored as well as evidence informed research and practice.

**NURS 2005 Pharmacology 2**
This course builds on Pharmacology 1 to increase learners’ understanding of pharmacotherapeutics prescribed for illnesses clients experience across the lifespan. Topics include drug classifications and links with common diseases/illness based on a body system approach and drug resistance.

**NURS 2006 Integrated Nursing Practice 2**
This practical course builds on the foundation of Level One and emphasizes the development of clinical decision making, nursing assessments and interventions to promote the health of older adults. Classroom, laboratory, simulation, and other practice experiences will help learners to integrate theory from Level One and Two courses to provide safe, competent, and ethical nursing care with older adults.

**NURS 2007 Consolidated Practice Experience 2**
This clinical experience provides learners with the opportunity to integrate theory from Level One and Two courses into practice. Learners will work with aging clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and leadership are emphasized in this course.

**Level Three**

**NURS 3001 Professional Communication 3**
This course focuses on specific professional communication skills used with clients and care providers across the lifespan requiring care in the community.
NURS 3002  Professional Practice 3  1.0 credit
This course integrates the concepts from previous professional practice courses and introduces the learner to practice in the community. The role of the practical nurse as leader is emphasized in interactions with clients, families and other health disciplines.

NURS 3003  Health Promotion 3  1.0 credit
This course is focused on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities, and Maternal/Child health is highlighted. Normal growth and development from conception to middle adult is addressed.

NURS 3004  Variations in Health 3  1.5 credits
This course focuses on the continuum of care and the development of knowledge related to health challenges managed in the community setting. Pathophysiology and nursing management of clients requiring home health care, rehabilitation, and supportive services such as community living and disabilities will be explored. Cultural diversity in healing approaches will be explored as well as the incorporation of evidence informed research and practice.

NURS 3005  Integrated Nursing Practice 3  4.0 credits
This practical course builds on the theory and practice from Levels One and Two or Access. Through classroom, laboratory, simulation, and other practice experiences, learners will continue to develop and practice comprehensive nursing assessment, planning and developing knowledge and interventions for clients experiencing multiple health challenges.

NURS 3006  Consolidated Practice Experience 3  2.0 credits
This clinical experience will introduce learners to community practice and an opportunity to apply and adapt knowledge gained in Levels One, Two, or Access, and Level Two, within a continuum of care for clients across the lifespan. Learners may gain experience through simulation and in a variety of community and residential care agencies and settings. These hours may be offered as CPE 3 or integrated into the Integrated Nursing Practice 3 course as practice hours.
Level Four

NURS 4001 Professional Communication 4  
1.0 credit
The focus of this course will be on the advancement of professional communication within the acute care setting with clients across the lifespan. The practice of collaboration with health care team members, and clients will be further developed.

NURS 4002 Professional Practice 4  
1.0 credit
This course is intended to prepare the learner for the role of the practical nurse in managing clients with acute presentation of illness. Legislation influencing PN practice, specific professional practice issues and ethical practice pertinent to PN practice in acute care environments will be explored. Practice issues that occur across the lifespan will be considered. Collaborative practice with other health care team members and specifically the working partnership with RN’s in the acute care setting will be explored.

NURS 4003 Health Promotion 4  
1.0 credit
This course focuses on health promotion in the context of caring for clients experiencing an acute exacerbation of chronic illness or an acute episode of illness. Examination of health promoting strategies during hospitalization to improve or help maintain clients’ health status after discharge occur. Topics also include how to preparing clients for discharge from care through teaching and learning of health promoting strategies.

NURS 4004 Variations in Health 4  
2.0 credits
This course focuses on pathophysiology as it relates to acute disease and illness of clients across the lifespan, specifically the care of the client experiencing acute illness including nursing interventions and treatment options. Implications of the acute exacerbation of chronic illness will be addressed. Cultural diversity in healing practices will be explored as well as evidenced informed research and practice.

NURS 4005 Integrated Nursing Practice 4  
6.0 credits
This practical course emphasizes the development of nursing skills aimed at promoting health and healing with individuals experiencing acute health challenges across the lifespan. Classroom, laboratory, simulation, and integrated practice experiences will help students build on theory and practice from Levels One, Two or Access, and Level Three, to integrate new knowledge and skills relevant to the acute care setting.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 4006</td>
<td>Consolidated Practice Experience 4</td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td>This clinical experience provides learners with the opportunity to integrate theory from all Levels into the role of the practical nurse in the acute medical and surgical setting. Learners will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as: post operative care, surgical wound management, IV therapy, focused assessment, and clinical decision-making in acute care settings.</td>
<td></td>
</tr>
<tr>
<td>NURS 4007</td>
<td>Transition to Preceptorship</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Transition to Preceptorship will prepare the learner for the final practice experience. A combination of instructor led simulation experiences and self directed learning will provide the learner with increased competence and confidence to practice in their final practice experience.</td>
<td></td>
</tr>
<tr>
<td>NURS 4008</td>
<td>Preceptorship</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>This final practice experience provides an opportunity for the learner to demonstrate integration and consolidation of knowledge, skills and abilities within the realities of the workplace, and become practice ready. This faculty monitored experience may occur through a variety of practice experience models, including the preceptorship model, under the immediate supervision of a single, fully qualified and experienced LPN or RN or RPN and/or within the context of a collaborative learning environment as a participating team member.</td>
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</tr>
</tbody>
</table>
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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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>76-79</td>
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<tr>
<td>B</td>
<td>72-75</td>
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<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>Minimum Pass 68%</td>
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</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>
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<tr>
<td>D</td>
<td>50-54</td>
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<td>1.00</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
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<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
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<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
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<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

| R    | Audit. No Credit | N/A |
| EX   | Exempt. Credit granted | N/A |
| TC   | Transfer Credit  | N/A |

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

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Access to Practical Nursing Diploma

Program Content Guide

Effective: March 2017 September 2018
Purpose

This full-time thirteen (13) month diploma was initiated in response to the need for recognizing past education, training and work experience of applicants to the Practical Nursing program. If applicants have achieved a certificate in the following programs: (Health Care Assistant (HCA) or Resident Care Attendant (RCA) or a combined Home Support/Resident Care Attendant (HS/RCA) they may be admitted to the access semester of the Practical Nursing program.

This program credits applicants for their previous B.C. public post-secondary institution RCA or HSA/RCA certificate. Those entering with an education other than from a B.C. public post-secondary institution (HCA; RCA or HS/RCA Certificate) will need to demonstrate their eligibility prior to entrance.

This full-time program prepares graduates to provide nursing care in partnership with other health care professionals. Graduates will be able to care for selected clients chosen on the basis of acuity and complexity in a variety of settings. Upon successful completion of the program, learners will possess the competencies to successfully complete the Canadian Practical Nurse Registration Exam (CPNRE).

Program Learning Outcomes

Graduates of the diploma will have acquired the knowledge and abilities to:

- Apply the *Entry to Practice Competencies for Licensed Practical Nurses (2013)* to provide safe, competent, culturally safe and ethical care

- Practice within relevant legislation, Standards of Practice Framework: Scope of Practice Standards; Professional Standards; and Practice Standards (2014) as set out by the Health Professions Act of British Columbia and the College of Licensed Practical Nurses of British Columbia

- Value and engage in continuous learning to maintain and enhance competence

- Practice in collaboration with other members of the health care team to meet the collective needs of their clients

- Facilitate and participate in interprofessional problem solving and decision making processes

- Advocate for and facilitate change reflecting evidence-informed practice

- Make systematic practice decisions that are client specific and consider client acuity, complexity, variability, and available resources

- Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care
• Provide a caring environment for clients by connecting, sharing and exploring with them in a collaborative relationship

• Provide person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity

• Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate

• Identify one’s own values, biases, and assumptions on interactions with clients and other members of the health care team

**Instructional Activities and Design**

This diploma program is offered on a full time basis and is divided into three levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program the instructors will encourage the students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Several courses are offered in a mixed delivery mode including in-class as well as online activities.

Level Access provides the foundation for the development of nursing practice and introduces the learner to the healthy adult, the older adult and concepts related to ageing and chronic illness in various settings.

Level three examines a continuum of care in the community health setting and applies concepts form level one, two and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level. Each level must be successfully completed before the next one can be attempted.
A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

**Program Duration**

The Practical Nursing Access diploma is thirteen (13) months in length. Students must complete the diploma within two (2) years from the initial start date to the completion date.

**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 courses is 68% with exception of Pharmacology Theory at 80% and Math at 100%; and Integrated Nursing Practice at 75%.

If a student fails a course, there is an opportunity to write a comprehensive supplemental exam for a passing grade of 68%. **Students are only eligible to write a supplemental exam if they are within 4% of the passing grade (i.e. if the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental). No supplemental exam is allowed for a grade of lower than 64%. A total of two supplemental exams are permitted.**

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Department Head’s approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in the Practical Nursing courses.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

In the Practical Nursing Diploma program, a student may repeat only two courses throughout the entire program. If a student fails two courses, he/she will exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. **Note: All of the above is monitored by the Practical Nursing Department.**

**Credential**

Upon successful completion, students will receive a VCC Diploma. Graduates are then eligible to write the Canadian Practical Nursing Registration Examination (CPNRE), and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.
Admission Requirements

NB: Core minimum standards for admission requirements, including English as an Addition Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met.

- BC Grade 12 or equivalent
- Successful completion of HCA, RCA, or HS/RCA certificate
- English 12 with a minimum grade of B or equivalent
- Proof of English Language Proficiency Requirements: at grade 12 with a B
  http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/
  As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursing program. These requirements can be satisfied through one of the following:

  1. Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country’s official languages. English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-year calculation.

  2. International English Language Testing System (IELTS) with minimum scores of:

     - Speaking: 7.0
     - Listening: 7.5
     - Reading 6.5
     - Writing 7.0
     - Overall Band Score 7.0

  3. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of:

     - Speaking: 8.0
     - Listening 10.0
     - Reading 8.0
     - Writing 7.0

- Pre-Calculus 11 with a minimum grade of C or equivalent or Foundations of Math 11 with a minimum grade of C or equivalent
- VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%
- Biology 12 with a minimum grade of C or equivalent
• NURS 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years

• 600 Hours of work experience, within the last two years, in a care facility where care is provided to a group of Gerontology clients. Work experience must be verified by an official employer letter. Individualized home care experience is not acceptable.

• **Knowledge Assessment Examination with a minimum grade of 68%**
  o Practicing HCAs, RCAs, HS/RCAs with a certificate from the BC Public Post-Secondary System are exempt from this examination.
  o Practicing HCAs, RCAs, HS/RCAs **not** from the BC Public Post-Secondary System will be required to take an examination to validate equivalency to Vancouver Community College’s HCA program outcomes
    • If applicants are unsuccessful on the exam the first time, they may rewrite the exam once

**Upon acceptance into the program**

• 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 Justice.

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

• Current CPR Level C – CPR Level C includes the following
  o Adult/Child/Baby CPR – one rescuer
  o Adult/Child CPR – two rescuer
  o Adult/Child/Baby – choking

  **CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above**

• *Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.*

• Submission of a recent negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.

• VCC School of Health Sciences Immunization Record must be completed.
  Immunizations in the following are strongly recommended:
  o Diphtheria/Tetanus/Pertussis
  o Polio
  o Measles, Mumps & Rubella
  o Varicella (Chicken pox)
  o Hepatitis B
  o Influenza

  **Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**
Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

Note: If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service (ICES).

Prior Learning Assessment and Recognition (PLAR)

None

Recommended Characteristics

• A caring attitude.

• A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.

• Proficiency in the English language (reading/writing/listening/speaking) is essential.

• Basic computer skills: email, word processing and internet searching

• Good manual dexterity.

• Any supportive courses in human biology, psychology, sociology, first aid or previous related work experience or education would be an asset.

• A basic foundation in mathematical calculations of decimals, fractions, and metric conversions.

• Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a practical nurse, please review Becoming a Licensed Practical Nurse in Canada: Requisite Skills and Abilities at www.clpnbc.org

Note: The College of Licensed Practical Nurses of British Columbia asks each licensure applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.
## Course Credits

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level Access</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 2101</td>
<td>Professional Communication A</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>NURS 2102</td>
<td>Professional Practice A</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>NURS 2103</td>
<td>Health Promotion A</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 2104</td>
<td>Variations in Health A</td>
<td>2.0 credits</td>
</tr>
<tr>
<td>NURS 2105</td>
<td>Pharmacology A</td>
<td>2.0 credits</td>
</tr>
<tr>
<td>NURS 2106</td>
<td>Integrated Nursing Practice A</td>
<td>6.0 credits</td>
</tr>
<tr>
<td>NURS 2107</td>
<td>Consolidated Practice Experience A</td>
<td>4.0 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>18 credits</strong></td>
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<tr>
<td><strong>Level Three</strong></td>
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<tr>
<td>NURS 3001</td>
<td>Professional Communication 3</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 3002</td>
<td>Professional Practice 3</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 3003</td>
<td>Health Promotion 3</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 3004</td>
<td>Variations of Health 3</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>NURS 3005</td>
<td>Integrated Nursing Practice 3</td>
<td>4.0 credits</td>
</tr>
<tr>
<td>NURS 3006</td>
<td>Consolidated Practice Experience 3</td>
<td>2.0 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>10.5 credits</strong></td>
</tr>
<tr>
<td><strong>Level Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4001</td>
<td>Professional Communication 4</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 4002</td>
<td>Professional Practice 4</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 4003</td>
<td>Health Promotion 4</td>
<td>1.0 credit</td>
</tr>
<tr>
<td>NURS 4004</td>
<td>Variations in Health 4</td>
<td>2.0 credits</td>
</tr>
<tr>
<td>NURS 4005</td>
<td>Integrated Nursing Practice 4</td>
<td>6.0 credits</td>
</tr>
<tr>
<td>NURS 4006</td>
<td>Consolidated Practice Experience 4</td>
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<tr>
<td>NURS 4007</td>
<td>Transition to Preceptorship 4</td>
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<tr>
<td>NURS 4008</td>
<td>Preceptorship</td>
<td>6.0 credits</td>
</tr>
<tr>
<td></td>
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<td><strong>24.5 credits</strong></td>
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</tbody>
</table>

**Program Total: 53 credits**

This document is intended as a guideline only. The College reserves the right to make changes as appropriate.
## Course Descriptions

<table>
<thead>
<tr>
<th>Level Access</th>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
</table>
| NURS 2101    | 1.5     | **Professional Communication A**  
This course provides learners with the foundational knowledge for caring and professional communication in nursing. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative nursing practice. Communication theory, the nurse-client relationship, therapeutic communication, cross-cultural communication, and effective teamwork will be covered. The learner is provided with an opportunity to develop professional communication skills with the clients requiring end of life care. |
| NURS 2102    | 1.5     | **Professional Practice A**  
This theory course provides an introduction to the profession of practical nursing. Legislation that informs PN practice within British Columbia will be introduced. The history of nursing and specifically, the evolution of Practical Nursing within the Canadian health care system will be discussed. The philosophy and foundational concepts of the Provincial Practical Nursing Program are explored. The legislation influencing PN practice with clients experiencing chronic illness and those in residential care settings is examined. Specific professional issues such as responsibility, accountability, ethical practice, and leadership relevant to the PN role in residential care will be explored. Critical thinking and decision making specific to the care of the chronically ill and inter-professional practice will also be addressed. |
| NURS 2103    | 1.0     | **Health Promotion A**  
Health promotion by definition includes: health enhancement, health protection, disease prevention, health restoration/recovery, care, and support. Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions. (WHO, 2010). This course introduces the learner to the concepts of health promotion, discusses the determinants of health, health inequities and develops a beginning knowledge of normal growth and development |
NURS 2104 Variations in Health A 2.0 credits
This course provides the learner with the foundations of disease and illness across the lifespan. Learners will gain an understanding of pathophysiological alterations of body systems. Nursing management of disease and illness across the lifespan with an emphasis on interventions and treatment is also discussed. The learners understanding of pathophysiology as it relates to the ageing process and selected chronic illness will increase. A major focus of this course is on the care of the older adult experiencing a health challenge. Cultural diversity in healing practices will be explored as well as evidence informed research and practice.

NURS 2105 Pharmacology A 2.0 credits
This course examines the principles of pharmacology required to administer medications in a safe and professional manner. Medication administration requires the application of the nursing process for clinical decision-making. Various routes of medication administration are introduced and complementary, Indigenous, alternative remedies, and polypharmacy across the lifespan are also explored. The learners will gain an understanding of pharmacotherapeutics prescribed for illness across the lifespan.

NURS 2106 Integrated Nursing Practice A 6.0 credits
This course emphasizes the art and science of nursing, focusing on the development of nursing care and assessment. Learners will apply nursing knowledge through the practice of clinical decision making, nursing assessments, and nursing interventions aimed at the promotion of health, independence, and comfort. Classroom, laboratory, simulation, and other practice experiences will assist learners to integrate theory from other Access courses to provide sage, competent, and ethical nursing care with clients.

NURS 2107 Consolidated Practice Experience A 4.0 credits
This clinical experience provides students with the opportunity to integrate theory from level one and two courses into practice. Students will practice with ageing clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and introduction to leadership are emphasized in this course.
Level Three

NURS 3001  Professional Communication 3  1.0 credit
This course focuses on specific professional communication skills used with clients and care providers across the lifespan requiring care in the community.

NURS 3002  Professional Practice 3  1.0 credit
This course integrates the concepts from previous professional practice courses and introduces the learner to practice in the community. The role of the practical nurse as leader is emphasized in interactions with clients, families and other health disciplines.

NURS 3003  Health Promotion 3  1.0 credit
This course is focused on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities, and Maternal/Child health is highlighted. Normal growth and development from conception to middle adult is addressed.

NURS 3004  Variations in Health 3  1.5 credits
This course focuses on the continuum of care and the development of knowledge related to health challenges managed in the community setting. Pathophysiology and nursing management of clients requiring home health care, rehabilitation, and supportive services such as community living and disabilities will be explored. Cultural diversity in healing approaches will be explored as well as the incorporation of evidence informed research and practice.

NURS 3005  Integrated Nursing Practice 3  4.0 credits
This practical course builds on the theory and practice from Levels One and Two, or Access. Through classroom, laboratory, simulation, and other practice experiences, learners will continue to develop and practice comprehensive nursing assessment, planning and developing knowledge and interventions for clients experiencing multiple health challenges.

NURS 3006  Consolidated Practice Experience 3  2.0 credits
This clinical experience will introduce learners to community practice and an opportunity to apply and adapt knowledge gained in Levels One, Two, or Access, and Level Two, within a continuum of care for clients across the lifespan. Learners may gain experience through simulation and in a variety of community and residential care agencies and settings. These hours may be offered as CPE 3 or integrated into the Integrated Nursing Practice 3 course as practice hours.
Level Four

NURS 4001 Professional Communication 4 1.0 credit
The focus of this course will be on the advancement of professional communication within the acute care setting with clients across the lifespan. The practice of collaboration with health care team members, and clients will be further developed.

NURS 4002 Professional Practice 4 1.0 credit
This course is intended to prepare the learner for the role of the practical nurse in managing clients with acute presentation of illness. Legislation influencing PN practice, specific professional practice issues and ethical practice pertinent to PN practice in acute care environments will be explored. Practice issues that occur across the lifespan will be considered. Collaborative practice with other health care team members and specifically the working partnership with RN’s in the acute care setting will be explored.

NURS 4003 Health Promotion 4 1.0 credit
This course focuses on health promotion in the context of caring for clients experiencing an acute exacerbation of chronic illness or an acute episode of illness. Examination of health promoting strategies during hospitalization to improve or help maintain clients’ health status after discharge occur. Topics also include how to preparing clients for discharge from care through teaching and learning of health promoting strategies.

NURS 4004 Variations in Health 4 2.0 credits
This course focuses on pathophysiology as it relates to acute disease and illness of clients across the lifespan, specifically the care of the client experiencing acute illness including nursing interventions and treatment options. Implications of the acute exacerbation of chronic illness will be addressed. Cultural diversity in healing practices will be explored as well as evidenced informed research and practice.

NURS 4005 Integrated Nursing Practice 4 6.0 credits
This practical course emphasizes the development of nursing skills aimed at promoting health and healing with individuals experiencing acute health challenges across the lifespan. Classroom, laboratory, simulation, and integrated practice experiences will help students build on theory and practice from Levels One, Two or Access, and Level Three, to integrate new knowledge and skills relevant to the acute care setting.
NURS 4006  Consolidated Practice Experience 4  6.5 credits
This clinical experience provides learners with the opportunity to integrate theory from all Levels into the role of the practical nurse in the acute medical and surgical setting. Learners will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as: post-operative care, surgical wound management, IV therapy, focused assessment, and clinical decision-making in acute care settings.

NURS 4007  Transition to Preceptorship  1.0 credit
Transition to Preceptorship will prepare the learner for the final practice experience. A combination of instructor led simulation experiences and self-directed learning will provide the learner with increased competence and confidence to practice in their final practice experience.

NURS 4008  Preceptorship  6.0 credits
This final practice experience provides an opportunity for the learner to demonstrate integration and consolidation of knowledge, skills and abilities within the realities of the workplace, and become practice ready. This faculty monitored experience may occur through a variety of practice experience models, including the preceptorship model, under the immediate supervision of a single, fully qualified and experienced LPN or RN or RPN and/or within the context of a collaborative learning environment as a participating team member.
Transcript of Achievement

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

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

Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>Minimum Pass 68%</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>
<td>50-54</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>64-67</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Course Standings</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

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November 30, 2017

PREPARED FOR: Education Council
ISSUE: C 1.6 Registration policy and procedures

BACKGROUND:
This new policy serves to inform students of practices regarding program and course registration at Vancouver Community College. The policy includes all credit and non-credit courses and programs with the exception of Continuing Studies non-credit courses.

DISCUSSION:
Policy Committee discussed different aspects of the policy and procedures. The procedure stating that students who have not been registered in a course for 12 months was discussed. Concern was expressed that students should not have to re-register and pay new application fees if they pass over this 12 months time limit. It was noted that some programs have long time horizons for completion and it is normal for students to take breaks. To address these concerns the term ‘inactive’ and ‘reactivate’ were inserted into the procedures. The second major discussion centred around language restricting students from registering a third time for a course. Current language puts in conditions and extra steps which representatives for developmental courses and programs felt were onerous and unnecessary. It was decided after much debate that the language would remain and the policy and procedures would move to Education Council for discussion and direction.

RECOMMENDATION:
Education Policy Committee provides C 1.6 Registration 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
This policy informs students of institutional practices regarding program and course registration at Vancouver Community College (VCC, the College).

SCOPE AND LIMITS
This policy applies to all registration activity for credit and non-credit programs and courses offered by VCC. This policy does not apply to Continuing Studies non-credit courses.

STATEMENT OF POLICY PRINCIPLES
1. VCC will apply a consistent registration process that is fair, transparent, accessible, and timely for all students.
2. VCC values and promotes the principles of student success and academic progression, and is committed to working with students to achieve their educational goals.
3. VCC’s registration processes are based on a priority registration system for individuals and groups that include, but are not limited to: Indigenous students, students with disabilities, international students and returning students.
4. VCC is committed to publishing registration information and commencing registration for classes as far in advance as possible.
5. The College is committed to student success and encourages students to seek the assistance of their instructor and/or the various support departments in the college including but not limited to the following:
   a. Student Development division
   b. Indigenous Education and Community Engagement
   c. International Education

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

RELATED POLICIES & LEGISLATION
Legislation:
British Columbia Human Rights Code
Immigration and Refugee Protection Act

Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
C.2.1 International students on Study Permits
C.2.2 Eligibility for Domestic Fees
C.3.3 Suspension and/or Discontinuance of Programs
D.3.5 Prior Learning Assessment and Recognition
D.3.6.1 Flexible Admissions
D.3.8 Criminal Record Check
D.3.10 Aboriginal Education Enrolment
D.4.1 Students with Disabilities
D.4.2 Student Grievance

RELATED PROCEDURES
Refer to Policy C.1.6 Registration Procedures
DEFINITIONS

Admission: Offered to a student who has met the requirements for a specific program and is able to register for courses associated with that program.

Insert Student: A student who has previously completed a portion of a VCC program and is returning to complete remaining courses in a program.

Pre-requisite: A required course that a student must have taken to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.

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

PROCEDURES

1. To register in courses, a student must have completed the admission requirements for a course and/or program, or have received permission to register for courses where there is no formal admissions process, such as in Continuing Studies.

2. Students are responsible for:
   a. the accuracy of their registration at VCC.
   b. determining if their selected courses will meet requirements for graduation at VCC or transfer to another institution (if required to meet the student’s future educational goals).
c. paying all required fees by the published deadlines.

d. withdrawing from courses by published deadlines. If a student fails to do so, they are responsible for all outstanding fees and the resulting grade.

e. ensuring that the appropriate Registration Area has their current mailing and e-mail address and phone numbers on file at all times.

3. The Registration Area must have proof of relevant course pre-requisites on file for each registered student. If pre-requisites are not met before the course start date, the student must withdraw from the course or may be withdrawn.

4. Students are encouraged to register through on-line access of the appropriate Registration Area.

5.a. Students registering as insert students must contact the Department Leader for their program. The Department Leader will forward in writing the appropriate information, including the courses the student is to be registered in, to the Registration Area. If a program has been discontinued or undergone revision, a returning student will need to apply to the revised version of the program prior to registration.

6. Students may occasionally wish to register in additional courses beyond what their program calls for within a given term. After consultation with the Department Leader and the Registration Area, students may be permitted to register in additional courses as an overload. The determination will be based on a student’s past academic performance to ensure they are reasonably assured of being successful.

7. Students who have not been registered in a course for a period of 12 consecutive months will have their academic status changed to “inactive”, and will need to contact the Registration Area to re-activate their account prior to registering for courses.

7.a. Students will be permitted to register in a course twice. In the event a student wishes to register a third time, written permission from the Dean, after consulting with the Department Leader, is required prior to the student registering in the course. Approval of a third attempt will be based on the student’s circumstances and academic progress.

RELATED POLICY
Refer to C.1.6 Admissions Policy.

Commented [CD1]: It was suggested to remove this, but reword Principle 1 to include language around breaking down barriers and creating an easier to use online registration system.

Commented [CD2]: A. Woods recommended language:
• “If a student has failed a course twice, he/she may register for it again only with the permission of the Dean, in consultation with the Department Leader. Due to the nature of developmental programming, students in these courses will be permitted to register only if they have no more than three fails (F or U grade) for the same course. Only in exceptional circumstances and at the discretion of the Dean may these limits be waived. (The Dean will receive the records from the Office of the Registrar.)”

M. Hamend noted that it should include “in consultation with the Department Leader.” (I included this above)

M. Tunnah recommended a compromise be reached once the follow up on the non-credit based courses question is answered.