# Meeting Agenda - Draft
May 8, 2018, 3:30 – 5:30 pm, Room 5025 BWY-A

## Item | Topic | Time | Speaker | Pre-reading materials | Action | Pages
--- | --- | --- | --- | --- | --- | ---
1. | Call to Order | 1 min | Todd Rowlatt | | | |
2. | Acknowledgement | 1 min | Todd Rowlatt | | | |
3. | Adopt Agenda | 1 min | Todd Rowlatt | May 8, 2018 Agenda | Approval | 1
4. | Approve Past Minutes | 1 min | Todd Rowlatt | April 10, 2017 Minutes | Approval | 2-6
5. | Enquiries & Correspondence | 1 min | Todd Rowlatt | | Information | |
6. | Business Arising | | | | | |
   a) Online Learning Strategy Update | 10 min | Shirley Lew | | Information | |
7. | Committee Reports | | | | | |
   a) Curriculum Standing Committee | | | | | |
      i) Program Updates: ASL & Deaf Studies | 5 min | Todd Rowlatt, David Wells | Decision Note, CDAF, PCG, course outlines | Approval | 7-78
      ii) New Course: ELSK 1006 IELTS Test Prep – CourseLeaf | 5 min | David Wells | Decision Note, CourseLeaf outline | Approval | 79-85
      iii) Course Updates: NURS 1602 Human Anatomy & Physiology – CourseLeaf | 5 min | David Wells | Decision Note, CourseLeaf outline | Approval | 86-92
      iv) Program Updates: PIDP – CourseLeaf | 5 min | Shirley Lew | Decision Note, CourseLeaf outline | Approval | 93-99
      v) CourseLeaf Demo | 15 min | Todd Rowlatt | Decision Note, CourseLeaf PCG | Approval | |
   b) Policy Standing Committee | | | | | |
      i) A.1.2 Student Appeal to the Board | 5 min | Mike Tunnah | Decision Note, policy, procedures | Approval | 100-107
      ii) D.3.6 Admissions | 5 min | David Wells | Decision Note, policy, procedures | Approval | 108-115
      iii) C.1.6 Registration | 5 min | Dave Wells | Decision Note, policy, procedures | Approval | 116-119
      iv) C.1.3 Granting of Credentials | 5 min | Debbie Sargent | Info Note, policy, procedures | Information | 120-125
   c) Appeals Oversight Committee | 2 min | Jo-Ellen Zakoor | Verbal report | Information | |
   d) Program Review and Renewal Committee | 2 min | Elle Ting | Verbal report | Information | |
8. | Research Report | 2 min | Elle Ting | Verbal report | Information | |
9. | Chair Report | 5 min | Todd Rowlatt | Verbal report | Information | |
10. | Student Report | 5 min | Kimberly Sanchez | No report | Information | |
11. | Next Meeting: June 13, 2018, 3:30-5:30, 240 DTN | 1 min | Todd Rowlatt | | Information | |
12. | Adjournment | 1 min | Todd Rowlatt | | Information | |
<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 3:29pm.</td>
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<tr>
<td>2.</td>
<td>Acknowledgement</td>
<td>T. Rowlatt acknowledged that the meeting is being held on the traditional unceded territory of the Skwxwú7mesh Úxwumíxw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.</td>
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<td>3.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council adopt the April 10, 2018 agenda as amended. Minor edits were noted, and Item 7ai was moved up to be discussed after Item 6b. All in favour. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the March 13, 2018 minutes as amended. D. Branter presented minor corrections to page 6 and 7 of the minutes. All in favour. <strong>Motion carried.</strong></td>
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<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>T. Rowlatt received correspondence from K. McNaughton on new guidelines around AUG funding, which will inform discussion on the Registration policy. T. Rowlatt provided a summary of the new Ministry guidelines.</td>
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<td>6.</td>
<td>Business Arising</td>
<td>a) Annual Update – Deans and Directors</td>
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<td>b) 2018/19 Budget Presentation</td>
<td>M. Kowalski presented the 2018/19 Budget, and provided Council with a high-level summary. The 2018/19 budget was approved by the Board on April 4, 2018.</td>
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<td>c) 2019/20 Academic Schedule</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council recommend the Board of Governors approve the 2019/2020 Academic Schedule. B. Beacham presented the 2019/20 Academic Schedule. He noted that VCC day is tentative as the venue cannot be booked until the start of 2019. He explained that the Arts &amp; Science program breakdown does not include areas such as UT, Visually Impaired or Music as those are scheduled on a course-by-course basis. This spreadsheet only includes self-paced or cohort programs. Any changes to the format would need to go through the Board for approval. There were minor corrections to the Family Day and B.C. Day dates. All in favour. <strong>Motion carried.</strong></td>
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<td>d)</td>
<td>Annual Update on Affiliation Agreements</td>
<td>K. McNaughton presented the Affiliation Agreement update, explaining that some affiliations are school-specific, while others are college-wide. The list also includes new affiliation agreements as well as longstanding ones. She let Council know that the affiliation with the NEC will be undergoing some changes in the future. Changes can occur when either party wishes to alter the agreement. D. Sargent noted that the National Dental Assisting Examining Board agreement should be the Certified Dental Assisting program agreement, with no references to copyright. A. Candela noted that the Basic Ed and CCA agreement includes all levels, not just fundamental, and recommended the document be updated to include intermediate and provincial levels. There was also some discussion on the difference between articulation agreement and transfer agreement. K. McNaughton explained that some agencies use the term interchangeably.</td>
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<td>e)</td>
<td>Suspension: Applied Technology for the Visually Impaired and Office Administration for the Visually Impaired Certificates</td>
<td><strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council recommend the Board of Governors suspend the Applied Technology for the Visually Impaired Certificate and the Office Administration for the Visually Impaired Certificate effective September 2018. D. Wells presented, explaining that R. Dilek’s request to suspend these courses is due to declining enrolment over the last several years, and the challenge of keeping up-to-date technology and software required for the program. He noted that it is easier to prepare students to take Office Administration courses within the Office Administration program. All in favour. <strong>Motion carried.</strong></td>
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<td>7.</td>
<td>Committee Reports</td>
<td><strong>Motion:</strong> Moved by A. Candela and seconded THAT Education Council approve changes to the Music Diploma PCG and seven courses: MUSC 1030, MUSC 1031, MUSC 1033, MUSC 1155, MUSC 1255, MUSC 1399 and MUSC 1499. T. Rowlatt explained that these courses were brought forward due to an error with the previous month’s package. During this time, the Registrar’s Office also requested updates to some of the course numbers. K. Crossett noted that there were some instances of the old course numbers being used in course outlines. Those errors will be fixed. All in favour. <strong>Motion carried.</strong></td>
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<td>i)</td>
<td>Program Update: Bachelor of Hospitality Management &amp; Bachelor of Hospitality Management Executive</td>
<td>D. Innes and M. Tittel presented the proposed updates, which centred around creating two distinct PCGs – one for the Daytime cohort, and one for the Executive cohort. D. Innes explained that the current cohort is just finishing the new program, and has been providing feedback alongside the PAC. T. Rowlatt explained to Council that the most significant discussion occurred around the required PLAR semester, and raised concerns from L. Apouchtine in the Registrar’s Office.</td>
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<td>Cohort</td>
<td>M. Tittel explained that the PLAR courses were easier to deal with as a group rather than spread out throughout the program. D. Sargent expressed concern around the process of accepting students who would be PLARing an entire term, and inquired as to why this is an admission requirement, as students would already be entering the program with this experience. M. Tunnah also requested clarity, as it seems that students need to be admitted to the program before attempting to PLAR these courses. He also asked why these courses were chosen, and suggested that perhaps the department should consider allowing the 75% maximum PLAR regardless of course.</td>
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<td>M. Tittel responded that the knowledge was taken from the current cohort, and that students indicated that these five courses have common PLARable components with their experiences, but would prefer to work together with other students during the other courses in place of PLAR.</td>
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<td>T. Rowlatt asked what would happen if a student did not have the skills to PLAR. M. Tittel explained that the student could study for an exam and write a challenge exam, or work on a portfolio and then write the challenge exam. T. Rowlatt noted that, effectively, these PLAR courses would be self-directed studies.</td>
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<td>D. Branter let Council know that Curriculum Committee stressed to the department that thorough advising around the PLAR courses is a necessity.</td>
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<td>T. Rowlatt suggested including a more explicit section in the PCG explained the structure of the program, particularly the PLAR semester. This section would indicate that if students did not have the experience, it would be treated as a self-directed study. M. Tunnah agreed, indicating that this model does not quite fit the definition of PLAR, but is more suited to self-directed study unless students are able to PLAR it.</td>
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<td>M. Tittel noted that three of these courses are already PLAR courses in the current cohort. A. Candela inquired as to what point in the current cohort were students able to PLAR these courses. M. Tittel explained that students could challenge the PLAR courses at any time during the program, which created a large operational challenge.</td>
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<td>Minor edits were suggested by Council, including changing certain course codes to GNED, removing the “3” from the third admission requirement, and explicitly referring to the PLAR policy in the PLAR section.</td>
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<td>Due to the nature of the discussion and extensiveness of the recommended changes around the PLAR courses, Council agreed that this proposal should return to the May meeting.</td>
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<td>ii) New Course: DNTL 1107</td>
<td>Motion: Moved by D. Branter and seconded THAT Education Council approve/recognise the course DNTL</td>
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<td><strong>Dental Radiography Module</strong></td>
<td>1107 Dental Radiography Module. All in favour. <strong>Motion carried.</strong></td>
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| iii)   | **Program Update: Dental Reception Coordinator** | **Motion:** Moved by D. Branter and seconded THAT Education Council approve changes to the Admission Requirements for the Dental Reception Coordinator program, Certified Dental Assisting (Distance) program, and the Admission Requirements, course modifications and three new courses for the Certified Dental Assisting (Onsite) program.  
D. Sargent and M. Rosko explained that the radiography content has been pulled from the Certified Dental Assisting courses and three new radiography courses have been created for the program. Subsequent changes to the other programs admission requirements now allow students to get credit for radiography courses by other means, with a focus on transferability.  
N. Coles asked if there was a time limit for radiography transferability. M. Rosko explained that if a student has the standalone radiography credential the student only needs to apply for the credential once. However, the Dental Assisting department will inform students who have the credential that the technology has likely changed, and invite and encourage students to sit in on clinical experiences to familiarize themselves with the technology.  
P. Yeung asked for clarification on the asterisks in the Certified Dental Assisting Onsite and Distance Admission Requirements section. After some discussion, T. Rowlatt explained that if the student has completed the Dental Reception Coordinator program do not require the asterisked requirements, as they would have already met them for entry into the Dental Reception Coordinator program. M. Rosko added that this only applies for the VCC Dental Reception Coordinator program. Students with the credential from other institutions still require the asterisked requirements. All in favour. **Motion carried.** |
| iv)    | **Program Update: Certified Dental Assisting Distance** |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| v)     | **Program Update/New Courses: Certified Dental Assisting Onsite** | D. Sargent and M. Rosko explained that the radiography content has been pulled from the Certified Dental Assisting courses and three new radiography courses have been created for the program. Subsequent changes to the other programs admission requirements now allow students to get credit for radiography courses by other means, with a focus on transferability.  
N. Coles asked if there was a time limit for radiography transferability. M. Rosko explained that if a student has the standalone radiography credential the student only needs to apply for the credential once. However, the Dental Assisting department will inform students who have the credential that the technology has likely changed, and invite and encourage students to sit in on clinical experiences to familiarize themselves with the technology.  
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<p>| b)     | <strong>Policy Standing Committee</strong>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| i)     | <strong>D.2.2 Awards</strong>                    | <strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council approves D.2.2 Awards policy and procedures and also recommends the Board of Governors approve the revised D.2.2 Awards policy and procedures. All in favour. <strong>Motion carried.</strong>                                                                                                                                                                                                 |
| ii)    | <strong>D.2.1 Student Academic Medal Awards</strong> | <strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council rescind D.2.1 Student Academic Medal Awards policy and procedures. All in favour. <strong>Motion carried.</strong>                                                                                                                                                                                                                                                                                                  |
| c)     | <strong>Appeals Oversight Committee</strong>     | D. Sargent reported that the Committee met on April 4, 2018. Tribunal training for students was held earlier today. The Committee also discussed populating the appeals repository, which will be brought forward to the next ASR meeting. Creation of the online tribunal training course is underway with CID. The next Committee meeting is June 6, 2018.                                                                                                                                 |
| d)     | <strong>Program Review and Renewal</strong>      | J-E. Zakoor let Council know that the Committee did not meet in March, and the next meeting will be                                                                                                                                                                                                                                                                                                                                                                  |</p>
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<td>8.</td>
<td>Research Report</td>
<td>E. Ting reported that the REB had a busy March, with three approvals and one more pending. So far, the Council stands at 22 reviews, not including the two conclusions and six exemptions. She explained that the REB is still in the process of figuring out what to do with exemptions, as institutions are beginning to ask for official documentation of the exemption. E. Ting noted that the REB workshops will potentially occur in May, however, there is the possibility of two full Board reviews in the near future that may delay the workshops. Applications for the President’s Research Fund have been reviewed, and five projects received funding.</td>
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<td>9.</td>
<td>Chair Report</td>
<td>T. Rowlatt reported that the Board of Governors approved the Enrolment Plan and Academic Plan, as well as C.3.2 Program Review and Renewal policy and procedures and Associate of Science credential. He also updated the Board on the upcoming Computer Systems Technology program. T. Rowlatt announced that this would be D. Branter’s last EDCO meeting, as he will be retiring at the end of April. Council applauded D. Branter’s long tenure and exceptional contributions to Education Council, Curriculum Committee, and the College as a whole.</td>
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<td>10.</td>
<td>Student Report</td>
<td>K. Sanchez reported that the SUVCC will be holding various events across campus, including Stress Buster days on April 18 and 19. A. Candela inquired when the vote to leave the Canadian Federation of Students would take place. K. Sanchez explained that the online vote to declare intent to leave has occurred in case of legal proceedings, and they are still gathering support for intent. The vote to separate has not yet occurred.</td>
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<td>11.</td>
<td>Next meeting</td>
<td>May 8, 2018, 3:30-5:30pm, Room 5025 BWY</td>
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<td>12.</td>
<td>Adjournment</td>
<td><strong>Motion:</strong> Moved by T. Thomson and seconded THAT Education Council adjourn the April 10, 2018 meeting. All in favour. <strong>Motion carried.</strong> The meeting was adjourned at 5:15pm.</td>
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**ATTENDEES:** Todd Rowlatt Jo-Ellen Zakoor David Branter Mike Tunnah Robert Kunka Kathryn McNaughton Andrew Candela Taryn Thomson Paul Yeung Nona Coles Kimberly Sanchez Karen Crossett Debbie Sargent David Wells Elle Ting

**REGRETS:** Dave McMullen Janet Theny Ali Sayad Mousavi Azad

**GUESTS:** Feras Ghesen Marlene Kowalski Brian Beacham Michele Rosko Dennis Innes Monique Paassen Michael Tittel

**RECORDING SECRETARY:** Carlie Deans
28 March 2018

PREPARED FOR: Education Council

ISSUE: Changes to: American Sign Language (ASL) & Deaf Studies program

BACKGROUND:
This proposal, presented by David Wells, describes changes to Course Names, Course learning Outcomes and, most significantly, giving credit weighting to the courses. In so doing the Certificate becomes a 48-credit credential. Going to credit courses opens up the possibility of transfer to credit programs at other institutions such as UBC, UVic and UFV.

DISCUSSION:
The committee discussed the inclusion of Admissions Requirements on the course outlines as this is currently a ‘closed’ program only available to those who are working towards the certificate and not for those who wish to take one or a selection of courses. David Wells stated the program is looking to become more ‘open’ in the future. The Admissions Requirements were also corrected and updated on the advice of Denis Seremba. Some inconsistencies between Course Outlines and the PCG were noted and have been corrected. Also, the Registrar’s Office representatives on the committee stated that the courses listed in the proposal are all revised courses and should not have new course numbers. David Wells and the committee agreed to this. There was also discussion on whether and where ASL should be spelled out and this should be consistently applied. The title page of the PCG and in course names was generally thought to be sufficient. It was also noted that the overall achievement grade for graduation was B- at 70% but the Grading Chart in the PCG has B- as 68-71%.

RECOMMENDATION: That Education Council approve the changes to: American Sign Language & Deaf Studies Certificate Program.

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

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

PROGRAM/COURSE NAME(S): ASL & Deaf Studies

ANTICIPATED START DATE: September 2018

Curriculum Developer: Vincent Chauvet
Title: Department Head
School/Centre: Centre for Language Studies
Department: ASL & Deaf Studies
E-mail: vchauvet@vcc.ca
Phone/Ext.: 604-871-7000 ex 7443

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: __________ Credits ________________
Curriculum Development Approval Form

B) ATTACHED DOCUMENTATION

- Program Content Guide
- Course Outline(s)

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

Course name and number: ________________________________

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.

   Credits need to be added to the 10-Month Full-Time program due to the introductory courses which currently has credits under the part-time program at the ASL & Deaf Studies Department.

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

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

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<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
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<td>X Faculty/Department</td>
<td>Centre For Language Studies</td>
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<td>Department Support Staff</td>
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<td>Other Department(s)</td>
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<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
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<td>Aboriginal Education and Community Engagement (AECE)</td>
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<td>X Assessment Centre</td>
<td>02/19 asking about admission requirement</td>
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<td>Centre for Instructional Development</td>
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<td>X Counselling &amp; Disability Services (CDS)</td>
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<td>X Financial Aid</td>
<td>02/08 comment on assessment situation</td>
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<td>Learning Centre</td>
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<td>X Library</td>
<td>02/14 no feedback offered</td>
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<td>X Registrar’s Office / Advising / Recruitment</td>
<td>02/20 confirmation on course names &amp; numbers</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>Communications and Marketing</td>
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<td>Finance</td>
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<td>Information Technology (IT)</td>
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<td>Institutional Research (IR)</td>
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<td>Safety and Security</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
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<td>PAC/CEG</td>
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<td>Affiliation, Articulation and/or Accreditation bodies</td>
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<td>PSIPS</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.

   ___ Vincent Chanvet ___ Sign off ___ March 9, 2018 ___
   Name Sign off Date

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

   ___ David Wells ___ Sign off ___ March 9, 2018 ___
   Name Sign off Date
Centre for Language Studies

American Sign Language (ASL) and Deaf Studies Certificate Program

Program Content Guide

Effective Date: September 2018
Goal

The goal of the Full-time American Sign Language (ASL) and Deaf Studies Certificate Program is to prepare students for a variety of professional opportunities working with Deaf clients and the Deaf community, develop receptive and expressive proficiency in ASL, and build an awareness and understanding of the Deaf community by applying a bicultural-bilingual approach.

Admission Requirements

1. English 12 with C or equivalent, or English Language Proficiency at an English 12 level, or equivalent AND
2. SIGN 1000 or equivalent OR
3. Admission to the ASL & Deaf Studies program

Prior Learning Assessment & Recognition (PLAR)

N/A

Program Duration

The Full-time ASL & Deaf Studies Certificate Program is 10 months in length. Students have 3 years to complete the program.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:
- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
Instructional Activities, Design and Delivery Mode

The program is scheduled over three terms. Each semester consists of practice and theory in ASL, as well as courses on Deaf culture, public speaking, English grammar, becoming sensitized to the Deaf community and its issues, and Deaf/ASL literature.

The primary focus of the program is the acquisition and understanding of ASL. This comprises nearly 70% of the program. Receptive and expressive skills with appropriate cultural applications are developed through a functional/notional approach to second language acquisition. This also involves studies in ASL grammar/syntax, which is markedly different from English grammar/syntax.

Students work both individually and in groups. Courses are presented through lecture, small group discussion, assigned readings, labs, self-study and online activities. An important component of the program is LAB time when students have the opportunity to practice their ASL skills with the input of instructional assistants.

Evaluation of Student Learning

Students are evaluated on their performance on practical assignments, special projects, written assignments, presentations using ASL or gesture, oral presentations, and tests. Students are evaluated according to their ability to comprehend ASL and their ability to express themselves through signing.

The ASL & Deaf Studies certificate is granted to students who receive 70% or higher in all of the courses in each of the three (3) terms.

Students who do not receive 70% or higher in all courses in each of the three (3) terms will not be eligible to receive the certificate but will be allowed to progress to the next term if they achieve a minimum of 60% in all courses.

Recommended Characteristics of Students

- Good command of oral and written English.
- Some previous exposure to the Deaf Community and sensitivity to Deaf issues.
- High sense of visual literacy.
- Good manual dexterity.
- Ability to follow signed, oral, and written instructions.
- Ability to communicate effectively with people of all ages and backgrounds.
- High interest in and empathy for other people.
- Sensitivity to issues of ‘difference’ and identity.
- Maturity and a positive self-image, with high standards of personal integrity.
# Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SIGN 1100</td>
<td><strong>American Sign Language 1</strong></td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The aim of this course is to develop the students' proficiency in the understanding and use of ASL vocabulary and grammatical structure. The students will learn basic grammatical features of ASL in a natural context during various communicative activities &amp; daily interactions, using a functional approach. The students will also be introduced to non-manual signals including the use of ASL mouthing. Reinforcement or tutorial sessions are conducted during lab sessions.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SIGN 1200</td>
<td><strong>American Sign Language Lab 1</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This lab component of the ASL course is designed for the students to practice signing ASL by participating in various communicative activities and experiencing a variety of situations as well as providing vocabulary, fingerspelling, number system and structure review.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SIGN 1300</td>
<td><strong>Deaf Culture and Community 1</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course will cover the basic elements of Deaf Culture and Deaf Community with particular emphasis on current issues faced by the Deaf. The course will discuss and instill the concept of cultural relativism. The class format will generally consist of open discussion activities on topics related to the community and culture of Deaf people. Videos, assigned readings from required texts, and supplementary readings will be used as springboards to discussion.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SIGN 1400</td>
<td><strong>Becoming an Ally 1</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to terms related to Deaf people, Deaf culture, and sign language. The course also provides the students with an opportunity to examine assumptions and perspectives on d/Deaf people and ASL, to learn about historical trends in Deaf Education, and to become aware of issues and challenges related to working with d/Deaf people. The course theme is Two Languages, Two Cultures, Two Communities.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SIGN 1500</td>
<td><strong>Public Speaking and Professionalism</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course is designed to help students feel at ease making presentation in public. Topics covered include dealing with anxiety, knowing your audience, patterns of organization, research techniques, rehearsal techniques, non-verbal communication, and the use of visual aids. The student makes presentations to the class. Other activities include communication games, debates, impromptu speeches, and formal talks.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SIGN 2100</td>
<td><strong>American Sign Language 2</strong></td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this course, students will continue to build on their</td>
<td></td>
</tr>
</tbody>
</table>
knowledge of ASL with increasing focus on more complex grammatical features and sentence structures. The students will increase their communicative competency in ASL through a variety of situations and activities. The balance of the course is supplemented by dialogue drills, scripted activities, conversation skill activities and DVD exercises. Reinforcement or tutorial sessions are provided during the lab sessions. ASL grammar features explored in this course will include aspects and inflections. Defining phonology and morphology, and the history of ASL will also be discussed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGN 2200</td>
<td>American Sign Language Lab 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This lab component of the ASL course is designed for students to practice signing ASL by participating in various communicative activities and experiencing a variety of situations as well as providing vocabulary and structure review.</td>
<td></td>
</tr>
<tr>
<td>SIGN 2300</td>
<td>Deaf Culture and Community 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course approaches Deaf Culture and Community in more depth and introduces the topics of Deaf Education, Service Agencies for the Deaf, and Deaf Advocacy. The course includes a variety of activities including group discussion activities, lectures, videotaped panel discussions, and supplementary readings. Videotapes, assigned readings from required texts, and supplementary readings are used as springboards to discussion. We will have bi weekly meetings to prepare our public announcement on our annual project; Deaf Deaf World.</td>
<td></td>
</tr>
<tr>
<td>SIGN 2400</td>
<td>Becoming an Ally 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course is the second in the series of courses called Becoming An Ally (1,2,3) that are designed for students of ASL and Deaf Culture who are exploring their career options as a non-Deaf ally working alongside the Deaf community. Learners will be guided to examine their own perceptions and experiences, and to appreciate the cultural and ethical considerations associated with the role of an ally. The course theme is Intercultural Communication.</td>
<td></td>
</tr>
<tr>
<td>SIGN 2500</td>
<td>Deaf Literature</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course is intended to enrich the students’ exposure to the lives and experiences of Deaf people. This course is to examine the depiction of Deaf characters and experiences in written works such as poetry, novels and plays, and in video or film. It enhances the students’ understanding of the understanding of society’s perceptions of Deaf people and the contrasts between a cultural perspective and a pathological perspective. Students analyze, critique and discuss recurring themes within the literature.</td>
<td></td>
</tr>
<tr>
<td>SIGN 3100</td>
<td>American Sign Language 3</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will continue to build on their knowledge of ASL with increasing focus on more complex</td>
<td></td>
</tr>
</tbody>
</table>
grammatical features and sentence structures. The students will increase their communicative competency in ASL through a variety of situations and activities. The balance of the course will be supplemented by dialogue drills, scripted activities, conversation skill activities and DVD exercises. Reinforcement or tutorial sessions will be provided during the lab sessions. ASL grammar features explored in this course will include topographic space and expanding medical vocabulary. Defining ASL discourse, bilingualism and language contact, the variation and historical change in ASL, daily narratives and ASL storytelling, and ASL semantics will also be discussed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGN 3200</td>
<td><strong>American Sign Language Lab 3</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This lab component of the ASL course is designed for students to practice signing ASL by participating in various communicative activities and experiencing a variety of situations as well as providing vocabulary and structure review.</td>
<td></td>
</tr>
<tr>
<td>SIGN 3300</td>
<td><strong>Deaf Culture and Community 3</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>The course will cover in depth the elements of Deaf Culture and the Deaf Community. In addition the topic of Education, Service Agencies will be included. The course will consist of a variety of activities; group discussions, field trips, and videotape viewing as well as supplementary readings.</td>
<td></td>
</tr>
<tr>
<td>SIGN 3400</td>
<td><strong>Becoming an Ally 3</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Becoming an Ally 3 is the third course in the series of courses called Becoming An Ally (1,2,3) which are designed for students of ASL and Deaf Culture who are exploring their career options as a non-Deaf ally working alongside the Deaf community. Learners will be guided to examine their own perceptions and experiences, and to appreciate the cultural and ethical considerations associated with the role of an ally. The course theme is Roles, Rules &amp; Responsibilities.</td>
<td></td>
</tr>
<tr>
<td>SIGN 3500</td>
<td><strong>ASL Literature</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ASL Literature was always a small part of the ASL acquisition course. This course explores the literary forms and themes that are particular to work produced by Deaf people themselves, for example story telling using number or alphabet handshapes and visual rhyme, ASL poetry, Deaf Humor, ‘Deaf Rap’, etc. Students view examples of theses forms on videos, analyze and discuss them and they also practice their own ASL storytelling techniques, retelling literary pieces and composing original works. The aim of this course is for students to have the opportunity to experience the creative work and to appreciate the signed literature beyond the scope of the narrative. Understanding the background, cultural and linguistic community of the signers will also be emphasized.</td>
<td></td>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
<td>Certificate Pass 70%-- this allows students to receive the certificate</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td>Minimum Pass 60%-- this allows students to progress but no certificate is given.</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>Failing grade: student not allowed to progress to the next term.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td></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>Grade</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 course 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: American Sign Language 1
Course Number: SIGN 1100  Number of Credits: 6.0  Effective Date: September 2018

Course Description:
The aim of this course is to develop the student's proficiency in the understanding and use of ASL vocabulary and grammatical structure. The student will learn basic grammatical features of ASL in a natural context during various communicative activities & daily interactions, using a functional approach. The student will also be introduced to non-manual signals including the use of ASL mouthing. Reinforcement or tutorial sessions will be conducted during lab sessions.

Pre-requisites (if applicable):
1) English 12 with C or equivalent, or English Language Proficiency at an English 12 level, or equivalent AND
2) SIGN 1000 or equivalent OR
3) Admission to the ASL & Deaf Studies program

Co-requisites (if applicable):
SIGN 1200 ASL Lab 1, SIGN 1300 Deaf Culture and Community 1, SIGN 1400 Becoming an Ally 1 & SIGN 1500 Public Speaking

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

• The vocabulary and grammatical structure of ASL will be taught through visual media, dialogue formats, interaction techniques and scenarios.
• Various topics/situations will be discussed in pairs or in group activities.
• Dialogue formats will be provided for interaction skills.

Course Learning Outcomes:

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

• Explain word order & sentence types;
• Describe activities over the weekend;
• Identify 8 categories of fingerspelling;
• Identify 8 Classifier types;
• Describe people, things and places;
• Describe and identify objects;
• Explain rules & instructions in ASL;
• Define and discuss language and ASL.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
• Act in an ethical and professional manner in working with the Deaf community;
• Implement a personal and professional development plan for continued growth and life-long learning;
• Prepare and present a variety of public speeches.
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>D (60%) C (70%) for certificate</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>10</td>
<td>Attendance</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Pop Quizzes</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Comprehension Quizzes</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Receptive Skill Tests</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Production Tests</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

Resource Material(s):

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

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

**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: American Sign Language Lab 1

Course Number: SIGN 1200  Number of Credits: 3.0  Effective Date: September 2018

Course Description:
The lab component of the ASL course is designed for students to practice signing ASL by participating in various communicative activities and experiencing a variety of situations as well as providing vocabulary, fingerspelling, number system and structure review.

Course Pre-requisites (if applicable):
1) English 12 with C or equivalent, or English Language Proficiency at an English 12 level, or equivalent AND
2) SIGN 1000 or equivalent OR
3) Admission to the ASL & Deaf Studies program

Course Co-requisites (if applicable):
SIGN 1100 ASL 1, SIGN 1300 Deaf Culture and Community 1, SIGN 1400 Becoming An Ally 1 & SIGN 1500 Public Speaking

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

Instructional staff will provide support by giving ongoing feedback during these activities. Some lab exercises will include video recording the students using ASL.

Course Learning Outcomes:

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

- Reproduce ASL sentences incorporating basic fingerspelled words;
- Create ASL sentences incorporating basic numeral signs;
- Recognize and categorize basic vocabulary and grammar features;
- Carry out dialogues;
- Construct ASL sentences incorporating classifier handshapes.

Program Learning Outcomes:

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
### 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>D (60%) C (70%) for certificate</td>
</tr>
</tbody>
</table>

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

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<tr>
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<td>Attendance</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Pop Quizzes</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Dialogue Formats</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Group narration</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Retelling Drills</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
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<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 60

### Resource Material(s):

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

1) Typical Use of Fingerspelling
2) Categories of Basic Numbering Systems
3) Talking About Weekend Activities
4) Classifier Handshapes For Nouns, Actions, and Descriptions
5) Explaining Rules

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 

Approved by Education Council: 
Course Name: Deaf Culture and Community 1

Course Number: SIGN 1300  
Number of Credits: 3.0  
Effective Date: September 2018

Course Description:
This course will cover the basic elements of Deaf Culture and Deaf Community with particular emphasis on current issues faced by the Deaf. The course will discuss and instill the concept of cultural relativism. The class format will generally consist of open discussion activities on topics related to the community and culture of Deaf people. Videotapes, assigned readings from required texts, and supplementary readings will be used as springboards to discussion.

Course Pre-requisites (if applicable):
1) English 12 with C or equivalent, or English Language Proficiency at an English 12 level, or equivalent AND
2) SIGN 1000 or equivalent OR
3) Admission to the ASL & Deaf Studies program

Course Co-requisites (if applicable):
SIGN 1100 ASL 1, SIGN 1200 ASL Lab 1, SIGN 1400 Becoming an Ally 1 & SIGN 1500 Public Speaking

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

Class activities focus primarily on discussion of issues arising from books and articles, but also include viewing videos, lectures and on-hand activities.

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**Course Learning Outcomes:**

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

- Identify and explain elements of Deaf Culture and Deaf Community;
- Recognize and understand pathological & cultural views of Deaf people;
- Operate TTY and Videophone with some ease;
- Recognize & appreciate Deaf artists & their arts works.

---

**Program Learning Outcomes:**

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
### 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>D (60%) C (70%) for certificate</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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<tr>
<td>Exam</td>
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<tr>
<td>Assignments</td>
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### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
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</tr>
<tr>
<td>E - Seminar</td>
<td>20</td>
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</tr>
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<table>
<thead>
<tr>
<th></th>
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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) Ear Physiology and Hearing Loss
2) Definition of Culture, Community, Deaf Culture and Deaf Community
3) Deaf Culture: Introductory
4) Oppression & Empowerment
5) Short-lived Schools For the Deaf
6) Operation of TTY and Videophone
7) Deaf Culture Arts

VCC Education and Education Support Policies
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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Becoming An Ally 1

**Course Number:** SIGN 1400  
**Number of Credits:** 3.0  
**Effective Date:** September 2018

**Course Description:**
This course introduces the student to terms related to Deaf people, Deaf culture, and sign language. The course also provides the student with an opportunity to examine assumptions and perspectives on d/Deaf people and ASL, to learn about historical trends in Deaf Education, and to become aware of issues and challenges related to working with d/Deaf people. The course theme is Two Language, Two Cultures, Two Communities.

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

1) English 12 with C or equivalent, or English Language Proficiency at an English 12 level, or equivalent AND
2) SIGN 1000 or equivalent OR
3) Admission to the ASL & Deaf Studies program

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

SIGN 1100 American Sign Language 1, SIGN 1200 ASL Lab 1, SIGN 1300 Deaf Culture and Community 1 & SIGN 1500 Public Speaking

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

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

Class activities focus primarily on group discussion, but also include small-group tasks, viewing videotapes, role-plays, field studies, guest panel discussions, reflective writing, and student presentations.

Course Learning Outcomes:

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

• Define commonly used terms related to Deaf people and sign language;
• Examine assumptions about and perspectives on Deaf people and ASL;
• Describe the general historical trends in Deaf education;
• Analyze the characteristics of group oppression and examine one’s own position within its context;
• Describe the conflict between the audist view and the cultural view;
• Describe the basic physiology and function of the ear;
• Explain what hearing aids and cochlear implants do;
• Outline basically how ASL and English differ;
• Identify challenges related to working with Deaf children & their families.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
• Act in an ethical and professional manner in working with the Deaf community;
• Implement a personal and professional development plan for continued growth and life-long learning;
• Prepare and present a variety of public speeches.
### 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>D (60%) C (70%) for certificate</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
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<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td></td>
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<tr>
<td>Quizzes/Tests</td>
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<td></td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
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<tr>
<td>Other</td>
<td>40</td>
<td>6 reflective writing tasks worth 5% each and 1 reflective writing task worth 10%</td>
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**Total** 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>20</td>
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</tbody>
</table>

**Total** 60

### Resource Material(s):

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

1) Terminology
2) Visual Communication Continuum
3) Two Views of Deaf People
4) Introduction to Deaf Education
5) Deaf Children in Families
6) Dynamics of Group Oppression
7) Privilege and Identity
8) Basic Audiometry and Physiology of Deafness
9) Basic Linguistic Comparison of ASL and English

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<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
</tbody>
</table>
Course Name: Public Speaking and Professionalism

Course Number: SIGN 1500  Number of Credits: 3.0  Effective Date: September 2018

Course Description:
This course is designed to help the student feel at ease making presentations in public. Topics covered include dealing with anxiety, knowing your audience, patterns of organization, research techniques, rehearsal techniques, non-verbal communication, and the use of visual aids. The student makes presentations to the class. Other activities include communication games, debates, impromptu speeches, and formal talks.

Course Pre-requisites (if applicable):
1) English 12 with C or equivalent, or English Language Proficiency at an English 12 level, or equivalent
   AND
2) SIGN 1000 or equivalent OR
3) Admission to the ASL & Deaf Studies program

Course Co-requisites (if applicable):
SIGN 1100 ASL 1, SIGN 1200 ASL Lab 1, SIGN 1300 Deaf Culture and Community 1
& SIGN 1400 Becoming an Ally 1

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

• Lecture
• Small group discussion
• Small group activities
• Video, role-play, peer review

Course Learning Outcomes:

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

• Select and research a topic & prepare a well-organized speech;
• Demonstrate the features of an effective informative speech;
• Demonstrate the features of an effective persuasive speech;
• Apply effective techniques to both prepared & impromptu speech-making;
• Evaluate & critique speeches made by oneself and by others;
• Identify the basic elements of English grammar;
• Describe the basic differences between the syntax and grammar of ASL and that of English.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
• Act in an ethical and professional manner in working with the Deaf community;
• Implement a personal and professional development plan for continued growth and life-long learning;
• Prepare and present a variety of public speeches.
## 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>D (60%) C (70%) for certificate</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>45</td>
<td>3 prepared speeches, each worth 15% of final grade</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>2 impromptu speeches, each worth 5% of final grade</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Attendance and participation, including peer feedback and peer and self evaluation processes, accessibility</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>English grammar quizzes</td>
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</table>

Total 100

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>30</td>
<td></td>
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</tbody>
</table>

Total 60

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1) Analyze Your Audience
2) Select Your Topic
3) Intros and Conclusions
4) Body of a Speech
5) Visual Aids
6) Nouns
7) Verbs
8) Pronouns
9) Adjectives
10) Adverbs
11) Prepositions
12) Interjections

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: American Sign Language 2

Course Number: SIGN 2100  Number of Credits: 5.0  Effective Date: September 2018

Course Description:
In this course, the student will continue to build on their knowledge of ASL with increasing focus on more complex grammatical features and sentence structures. The student will increase their communicative competency in ASL through a variety of situations and activities. The balance of the course will be supplemented by dialogue drills, scripted activities, conversation skill activities and DVD exercises. Reinforcement or tutorial sessions will be provided during the lab sessions. ASL grammar features explored in this course will include aspects and inflections. Defining phonology and morphology, and the history of ASL will also be discussed.

School or Centre: Centre for Language Studies

Year of Study: N/A

Course History: Revised Course

Course Pre-requisites (if applicable):
SIGN 1100 American Sign Language 1

Course Co-requisites (if applicable):
SIGN 2200 ASL Lab 2, SIGN 2300 Deaf Culture and Community 2, SIGN 2400 Becoming An Ally 2 & SIGN 2500 Deaf Literature

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

• The vocabulary and grammatical structure of ASL will be taught through visual media, dialogue formats, interaction techniques and scenarios.
• Various topics/situations will be discussed in pairs or in group activities.
• Dialogue formats will be provided for interaction skills.

Course Learning Outcomes:

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

• Define linguistics;
• Define phonology and demonstrate phonological processes;
• Identify the parts of signs;
• Discuss the Stokoe system;
• Differentiate between plain verbs, indicating verbs and depicting verbs;
• Use ASL to make requests and ask for advice;
• Use ASL to complain, make suggestions and requests;
• Define morphology;
• Discuss time and aspect;
• Use ASL to give opinions about others;
• Use ASL to narrate unforgettable moments;
• Use ASL to tell about accidents;
• Use ASL to share interesting facts.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
• Act in an ethical and professional manner in working with the Deaf community;
• Implement a personal and professional development plan for continued growth and life-long learning;
• Prepare and present a variety of public speeches.
### Evaluation/Grading System

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<tbody>
<tr>
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<td>D (60%) C (70%) for certificate</td>
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#### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
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<tbody>
<tr>
<td>Other</td>
<td>10</td>
<td>Attendance</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Pop Quizzes</td>
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<tr>
<td>Other</td>
<td>15</td>
<td>Comprehension Quizzes</td>
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<tr>
<td>Other</td>
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<td>Receptive Skill Tests</td>
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<tr>
<td>Other</td>
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<td>Expressive Skill Tests</td>
</tr>
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<td>Final Exam</td>
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### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>70</td>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<tr>
<td>E - Seminar</td>
<td>6</td>
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<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) What Is Linguistics?
2) What is Phonology? What are Phonological Processes?
3) Phonology - Signs have Parts
4) Phonology - The Stokoe System
5) Syntax - Verb Types
6) Structures of Explanation and Types of Response
7) Structures of Complaints, Suggestions and Requests
8) Morphological Types
9) Structures of Time and Types of Aspect
10) What is Difference Between Personal Qualities and Predicative Adjective?
11) Basic Role Shift Sequence for Narrative Structure About an Unforgettable Moment
12) Movement Agreement and Position Changes for Narrative Sequence About an Accident
13) Types of Categories for Translation Guide in Narrative Structure About Interesting Facts

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** American Sign Language Lab 2

**Course Number:** SIGN 2200  
**Number of Credits:** 3.0  
**Effective Date:** September 2018

**Course Description:**
The lab component of the ASL course is designed for students to practice signing ASL by participating in various communicative activities and experiencing a variety of situations as well as providing vocabulary and structure review.

**School or Centre:** School of Arts and Science

**Year of Study:** Post-secondary Preparatory

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
SIGN 1200 ASL Lab 1

**Course Co-requisites (if applicable):**
SIGN 2100 ASL 2, SIGN 2300 Deaf Culture and Community 2, SIGN 2400 Becoming An Ally 2 & SIGN 2500 Deaf Literature

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

Instructional Assistants will provide support by giving ongoing feedback during these activities. Some lab exercises will include video recording the students using ASL.

Course Learning Outcomes:

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

• Reproduce ASL sentences incorporating intermediate fingerspelled words;
• Create ASL sentences incorporating intermediate numeral signs;
• Recognize and categorize intermediate vocabulary and grammar features;
• Carry out the narratives incorporating features of ASL;
• Execute dialogues.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
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• Prepare and present a variety of public speeches.
**Evaluation/Grading System**

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

<table>
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<tr>
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<td>Other</td>
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<td>Other</td>
<td>15</td>
<td>Pop Quizzes</td>
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<tr>
<td>Other</td>
<td>20</td>
<td>Dialogue Formats</td>
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<td>Project</td>
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<td>Retelling Drills</td>
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**Learning Environment/Type**

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<tr>
<th>Instruction Type</th>
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<tr>
<td>L - Classroom</td>
<td>35</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</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) Typical Use of More Complicated Fingerspelling
2) Categories of Intermediate Numbering Systems
3) Narration About Personal Experience
4) Categories of Verbs and Aspects
5) Practical Uses of Complaints, Suggestions and Requests

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<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
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<tbody>
<tr>
<td>Deaf Culture and Community 2</td>
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<table>
<thead>
<tr>
<th><strong>Course Number:</strong></th>
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<tbody>
<tr>
<td>SIGN 2300</td>
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<table>
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<tr>
<th><strong>Number of Credits:</strong></th>
<th><strong>Effective Date:</strong></th>
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<tr>
<td>3.0</td>
<td>September 2018</td>
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<table>
<thead>
<tr>
<th><strong>Course Description:</strong></th>
</tr>
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<tbody>
<tr>
<td>This course approaches Deaf Culture and Community in more depth and introduces the topics of Deaf Education, Service Agencies for the d/Deaf, and Deaf Advocacy. The course includes a variety of activities including group discussion activities, lectures, videotaped panel discussions, and supplementary readings. Videotapes, assigned readings from required texts, and supplementary readings are used as springboards to discussion. We will have bi-weekly meetings to prepare our public announcement on our annual project; Deaf Deaf World.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>School or Centre:</strong></th>
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<tbody>
<tr>
<td>Centre for Language Studies</td>
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<tr>
<td>Revised Course</td>
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<table>
<thead>
<tr>
<th><strong>Course Pre-requisites (if applicable):</strong></th>
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<tbody>
<tr>
<td>SIGN 1300 Deaf Culture and Community 1</td>
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<tr>
<th><strong>Course Co-requisites (if applicable):</strong></th>
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<tbody>
<tr>
<td>SIGN 2100 ASL 2, SIGN 2200 ASL Lab 2, SIGN 2400 Becoming an Ally 2 &amp; SIGN 2500 Deaf Literature</td>
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<table>
<thead>
<tr>
<th><strong>PLAR (Prior Learning Assessment &amp; Recognition):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
Class activities focus primarily on discussion of issues arising from books and articles, but also include viewing videos, group discussions and preparation sessions.

Course Learning Outcomes:

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

• Identify and explain the elements of Deaf Culture in detail;
• Recognize and understand oppression and its process/action;
• State a variety of sources/reading materials on the issues relating to Deaf Culture and community;
• Demonstrate a basic knowledge of the History of the Deaf community in area of education & organizations;
• Demonstrate the significant historical events relevant to the Deaf community;
• Produce PR materials for Deaf Deaf World.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
• Act in an ethical and professional manner in working with the Deaf community;
• Implement a personal and professional development plan for continued growth and life-long learning;
• Prepare and present a variety of public speeches.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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<td>D (60%) C (70%) for certificate</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Percentage</th>
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<td>Exam</td>
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### Learning Environment/Type

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### Resource Material(s):

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

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Becoming An Ally 2

**Course Number:** SIGN 2400  
**Number of Credits:** 3.0  
**Effective Date:** September 2018

**Course Description:**
This course is the second in the series of courses called Becoming An Ally (1,2,3) that are designed for students of ASL and Deaf culture who are exploring their career options as a non-Deaf ally working alongside the Deaf community. Learners will be guided to examine their own perceptions and experiences, and to appreciate the cultural and ethical considerations associated with the role of an ally. The course theme is Intercultural Communication.

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<th>Year of Study:</th>
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<th>Course History:</th>
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<td>Revised Course</td>
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**Course Pre-requisites (if applicable):**

SIGN 1400 Becoming and Ally 1

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

SIGN 2100 American Sign Language 2, SIGN 2200 ASL Lab 2, SIGN 2300 Deaf Culture and Community 2 & SIGN 2500 Deaf Literature

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

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

Class activities focus primarily on group discussion, but also include small-group tasks, viewing videotapes, role-plays, field studies, guest panel discussions, reflective writing, and student presentations.

Course Learning Outcomes:

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

- Define & demonstrate the principles of effective interpersonal communication;
- Examine the impact of values & personality development on communication;
- Develop strategies for improving one’s own inter-cultural communication;
- Describe the history of the interpreting profession;
- Identify the components of message analysis;
- Practice the process of text translation between ASL & English;
- Describe the required skills and knowledge of professional interpreters;
- Meet program alumni and explore various ally roles, other than interpreting;
- Appraise one’s one aptitudes as a communicator and as an ally.

Program Learning Outcomes:

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
### Evaluation/Grading System

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

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<td>Project</td>
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<td>3 Reflective Writing Tasks worth 10% each</td>
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Total: 100

### Learning Environment/Type

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<tr>
<td>E - Seminar</td>
<td>18</td>
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</table>

Total: 48

### 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 Communication Process  
2) Active Listening  
3) Personality Type and Temperament  
4) Inter-Cultural Communication and Cultural Diversity  
5) History of Sign Language Interpreting  
6) Philosophical Frames for Interpreting  
7) Linguistic Register  
8) Message Analysis  
9) Role of Deaf-Blind Intervenor  
10) What Kind of Ally?

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FOR COMMITTEE USE ONLY

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

VCC-CD-20150901
Course Name: Deaf Literature

Course Number: SIGN 2500  
Number of Credits: 3.0  
Effective Date: September 2018

Course Description:

Deaf Literature is intended to enrich the students' exposure to the lives and experiences of Deaf people. This course is to examine the depiction of Deaf characters and experiences in written works such as poetry, novels and plays, and in video or film. It enhances the students' understanding of society’s perceptions of Deaf people and the contrasts between a cultural perspective and a pathological perspective. Students analyze, critique and discuss recurring themes within the literature.

School or Centre: Centre for Language Studies

Year of Study: N/A

Course History: Revised Course

Course Pre-requisites (if applicable):

SIGN 1500 Public Speaking

Course Co-requisites (if applicable):

SIGN 2100 American Sign Language 2, SIGN 2200 ASL Lab 2, SIGN 2300 Deaf Culture and Community 2 & SIGN 2400 Becoming An Ally 2

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

Class activities focus primarily on small and large group discussion, but also include small-group tasks, viewing video, response to reading activities, skits, structured analysis activities, translation activities and student presentations.

Course Learning Outcomes:

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

- Perform a literary critique of English poems, stories, films and plays written by a d/Deaf person or written about d/Deaf experiences;
- Identify themes, characterizations, imagery, and other elements that are found in Deaf Literature.

Program Learning Outcomes:

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Other</td>
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<td>20</td>
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<td>Assignments</td>
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<td>In-class poetry analysis</td>
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<td>Attendance and being prepared for and contributing to small-group discussion activities</td>
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Total 100

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<tr>
<td>E - Seminar</td>
<td>24</td>
<td></td>
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</table>

Total 48

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.
Themes that will be explored throughout the term include: silence, ‘silent observer’, double-life/two-worldness, belonging, language, identity, bilingualism and bimodalism, and hybrid literature.

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
### Course Name:
American Sign Language 3

<table>
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<tr>
<th><strong>Course Number:</strong></th>
<th>SIGN 3100</th>
<th><strong>Number of Credits:</strong></th>
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<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2018</td>
<td></td>
<td></td>
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</table>

#### Course Description:
In this course, the student will continue to build on their knowledge of ASL with increasing focus on more complex grammatical features and sentence structures. The student will increase their communicative competency in ASL through a variety of situations and activities. The balance of the course will be supplemented by dialogue drills, scripted activities, conversation skill activities and DVD exercises. Reinforcement or tutorial sessions will be provided during the lab sessions. ASL grammar features explored in this course will include topographic space and expanding medical vocabulary. Defining ASL discourse, bilingualism and language contact, the variation and historical change in ASL, daily narratives and ASL storytelling, and ASL semantics will also be discussed.

<table>
<thead>
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<th>Centre for Language Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Year of Study:</strong></td>
<td>N/A</td>
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</tbody>
</table>

#### Course History:
Revised Course

#### Course Pre-requisites (if applicable):
SIGN 2100 American Sign Language 2

#### Course Co-requisites (if applicable):
SIGN 3200 ASL Lab 3, SIGN 3300 Deaf Culture and Community 3, SIGN 3400 Becoming an Ally 3 & SIGN 3500 ASL Literature

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

- The vocabulary and grammatical structure of ASL will be taught through visual media, dialogue formats, interaction techniques and scenarios.
- Various topics/situations will be discussed in pairs or in group activities.
- Dialogue formats will be provided for interaction skills.

Course Learning Outcomes:

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

- Discuss variation and historical change in ASL;
- Explain ASL discourse;
- Define bilingualism and language contact;
- Use ASL to narrate about life events and family history;
- Discuss plans and goals;
- Identify more ASL mouthing;
- Use ASL to locate things around the house;
- Use ASL to make major decisions;
- Discuss health conditions and treatment options;
- Identify basic ASL storytelling techniques.

Program Learning Outcomes:

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
### Evaluation/Grading System

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<td>Attendance</td>
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<td>Other</td>
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<td>Receptive Skill Tests</td>
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**Total 100%

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**Total 96%

### 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) Major Areas of Sociolinguistics and Historical Change in Languages
2) The Analysis of Discourse in Different Areas
3) The Reasons For Bilingualism and Outcomes of Language Contact
4) Transitions Between Events for Narrative Sequence About Life Events and Family History
5) Narrative Structure About Canceled Plans and Personal Goals
6) Labels of ASL mouthing
7) Things Around the House
8) Narrative Structure About a Major Decision
9) Informative Structure About a Condition
10) Key Principles For a Live Story

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To find out how this course transfers, visit the BC Transfer Guide at www.bcTransferGuide.ca.
Course Name: American Sign Language Lab 3

Course Number: SIGN 3200  Number of Credits: 3.0  Effective Date: September 2018

Course Description:
The lab component of the ASL course is designed for students to practice signing ASL by participating in various communicative activities and experiencing a variety of situations as well as providing vocabulary and structure review.

School or Centre: Centre for Language Studies

Year of Study: N/A

Course History:
Revised Course

Course Pre-requisites (if applicable):
SIGN 2200 ASL Lab 2

Course Co-requisites (if applicable):
SIGN 3100 ASL 3, SIGN 3300 Deaf Culture and Community 3, SIGN 3400 Becoming An Ally 3 & SIGN 3500 ASL Literature

PLAR (Prior Learning Assessment & Recognition)  ❌ No  ☑ Yes (details below):
Instructional Strategies:

Instructional Assistants will provide support by giving ongoing feedback during these activities. Some lab exercises will include video recording the students using ASL.

Course Learning Outcomes:

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

- Reproduce ASL sentences incorporating advanced fingerspelled words;
- Create ASL sentences incorporating advanced numeral signs;
- Recognize and categorize advanced vocabulary and grammar features;
- Carry out the narratives incorporating ASL features including ASL mouthing;
- Execute dialogues;
- Transform a written children's story into an ASL play.

Program Learning Outcomes:

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
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- Prepare and present a variety of public speeches.
Evaluation/Grading System

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<tr>
<td>Other</td>
<td>15</td>
<td>Pop Quizzes</td>
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<td>Other</td>
<td>20</td>
<td>Dialogue Formats</td>
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<td>Project</td>
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Learning Environment/Type

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<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

Resource Material(s):

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

1) Typical Use of Advanced Fingerspelling
2) Categories of Advanced Numbering Systems
3) Narration About Personal Life and Decisions
4) Appropriate Uses of ASL Mouthing
5) Things Around the House
6) Narration of Health Condition
7) ASL Storytelling

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Deaf Culture and Community 3
Course Number: SIGN 3300
Number of Credits: 3.0
Effective Date: September 2018

Course Description:
The course will cover in depth the elements of Deaf Culture and the Deaf Community. In addition the topic of Education, Service Agencies and Advocacy will be included. The course will consist of a variety of activities; lectures, group discussions, field trips, and videotape viewing as well as supplementary readings.

School or Centre: Centre for Language Studies
Year of Study: N/A

Course History:
Revised Course

Course Pre-requisites (if applicable):
SIGN 2300 Deaf Culture and Community 2

Course Co-requisites (if applicable):
SIGN 3100 ASL 2, SIGN 3200 ASL Lab 2, SIGN 3400 Becoming An Ally 2 & SIGN 3500 Deaf Literature

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

Class activities focus primarily on lecture/discussion of issues, but also include group discussions and preparation sessions for the Deaf Deaf World event.

Course Learning Outcomes:

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

• Understand and identify the elements of Canadian Deaf Culture in detail;
• Identify organizations of/for the deaf and their functions & history;
• Demonstrate an understanding of cochlear implantation and its limited success;
• State possible resources for Deaf children/adults, and for the parents and siblings of deaf children/adults;
• Identify Deaf Canadian leaders in a variety of fields;
• Host the annual event: Deaf Deaf World.

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;
• Apply principles of the bilingual-bicultural approach to ethical decision making;
• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
• Identify the challenges and issues faced by the d/Deaf community;
• Analyze, critique and discuss genres of ASL and Deaf literature, and media;
• Act in an ethical and professional manner in working with the Deaf community;
• Implement a personal and professional development plan for continued growth and life-long learning;
• Prepare and present a variety of public speeches.
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<tr>
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<td>Exam</td>
<td>40%</td>
<td>13.5% for each exam (3 assignments)</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
<td>Prep and Hosting Deaf Deaf World</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>attention</td>
</tr>
</tbody>
</table>

**Total:** 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>18</td>
<td>Preparation of Deaf Deaf World</td>
</tr>
</tbody>
</table>

**Total:** 48

### 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) Limited Success of Cochlear Implantation

2) Deaf Canadian Leaders

3) Deaf Organizations; Local and International

4) Support Resources For Deaf Youths, Parents and Professionals

5) Deaf Deaf World: Hosting

VCC Education and Education Support Policies

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The policies are located on the VCC web site at:

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

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Becoming an Ally 3

**Course Number:** SIGN 3400  
**Number of Credits:** 3.0  
**Effective Date:** September 2018

**Course Description:**
Becoming an Ally 3 is the third course in the series of courses called Becoming An Ally (1,2,3) which are designed for students of ASL and Deaf culture who are exploring their career options as a non-Deaf ally working alongside the Deaf community. Learners will be guided to examine their own perceptions and experiences, and to appreciate the cultural and ethical considerations associated with the role of an ally. The course theme is Roles, Rules & Responsibilities.

**School or Centre:** Centre for Language Studies  
**Year of Study:** N/A

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
SIGN 2400 Becoming an Ally 2

**Course Co-requisites (if applicable):**
SIGN 3100 American Sign Language 3, SIGN 3200 ASL Lab 3, SIGN 3300 Deaf Culture and Community 3 & SIGN 3500 ASL Literature

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

Class activities focus primarily on group discussion, but also include small-group tasks, viewing videotapes, role-plays, field studies, guest panel discussions, reflective writing, and student presentations.

Course Learning Outcomes:

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

• Analyze the role of ethics in our actions;

• Describe the values underlying professional ethical codes;

• Apply a comprehensive decision-making process and critical thinking to hypothetical ethical dilemmas;

• Identify linguistic challenges in performing basic ASL-English translation tasks;

• Define the role and necessary skills for providing support to people who are Deaf & disabled;

• Identify issues and challenges related to Deaf/hearing interaction in particular settings (school, workplace, community, etc.).

Program Learning Outcomes:

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

• Communicate proficiently in ASL and English in various contexts and employment settings;

• Apply principles of the bilingual-bicultural approach to ethical decision making;

• Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;

• Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;

• Identify the challenges and issues faced by the d/Deaf community;

• Analyze, critique and discuss genres of ASL and Deaf literature, and media;

• Act in an ethical and professional manner in working with the Deaf community;

• Implement a personal and professional development plan for continued growth and life-long learning;

• Prepare and present a variety of public speeches.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (60%) C (70%) for certificate</td>
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Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
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<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Ethical Dilemma Analysis Presentation (group)</td>
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<td>Project</td>
<td>15</td>
<td>Inspiring quotation - Translation Presentation</td>
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<tr>
<td>Project</td>
<td>15</td>
<td>3 Reflective Writing Tasks worth 10% each</td>
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<tr>
<td>Other</td>
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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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<tr>
<td>Total</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

Resource Material(s):

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

1) What are Ethics?
2) Critical Thinking and Decision-Making
3) Codes of Ethics
4) Supporting Deaf People with Disabilities
5) Deaf and Hearing People in K-12 Education Settings
6) Deaf and Hearing People in Post-Secondary Settings
7) Deaf and Hearing People in the Workplace
8) Deaf and Hearing People in Medical and Legal Settings
9) Basic ASL & English Translation

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:          Approved by Education Council:
Course Name: ASL Literature

Course Number: SIGN 3500  Number of Credits: 3.0  Effective Date: September 2018

Course Description:

ASL Literature was always a small part of the ASL acquisition course. This course explores the literary forms and themes that are particular to works produced by Deaf people themselves, for example, storytelling using number or alphabet handshapes and visual rhyme, ASL poetry, Deaf Humor, ‘Deaf Rap’, etc. Students view examples of these forms on videotape, analyze and discuss them and they also practice their own ASL storytelling techniques, retelling literary pieces and composing original works. The aim of this course is for students to have the opportunity to experience the creative work and to appreciate signed literature beyond the scope of the narrative. Understanding the background, cultural and linguistic community of the signers will also be emphasized.

School or Centre: Centre for Language Studies

Year of Study: N/A

Course History: Revised Course

Course Pre-requisites (if applicable):

SIGN 2500 Deaf Literature

Course Co-requisites (if applicable):

SIGN 3100 ASL 3, SIGN 3200 ASL LAB 3, SIGN 3300 Deaf Culture  and Community 3 & SIGN 3400 Becoming an Ally 3

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

Class activities focus primarily on viewing videos, but also include lecture, performance and retelling activities.

Course Learning Outcomes:

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

- Identity the genres of ASL Literature.
- Produce their own original works in certain genres: ABC story, numeral, name or/and handshape.
- Evaluate video productions.
- Discuss ASL literary works.
- Associate ASL literary works to daily experiences of Deaf people.
- Identity noted ASL Literature talents.

Program Learning Outcomes:

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

- Communicate proficiently in ASL and English in various contexts and employment settings;
- Apply principles of the bilingual-bicultural approach to ethical decision making;
- Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility;
- Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving;
- Identify the challenges and issues faced by the d/Deaf community;
- Analyze, critique and discuss genres of ASL and Deaf literature, and media;
- Act in an ethical and professional manner in working with the Deaf community;
- Implement a personal and professional development plan for continued growth and life-long learning;
- Prepare and present a variety of public speeches.
### 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>D (60%) C (70%) for certificate</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>
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<tr>
<td>Lab Work</td>
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<td>4 classroom narrations</td>
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<tr>
<td>Project</td>
<td>25</td>
<td>3 video projects</td>
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<tr>
<td>Project</td>
<td>25</td>
<td>critique presentation</td>
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Total 100

### Learning Environment/Type

<table>
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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>35</td>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>E - Seminar</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total 48

### 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) ASL Literature Genres
2) ASL Classic Stories
3) Variety of ASL Performers
4) ASL Poetry
5) Critique of ASL Literature Works
6) Student's Performances

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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.
BACKGROUND:
This proposal, presented by Carrie Leggatt, describes a new course IELTS (International English Language Testing System) Test Prep-Academic. The IELTS test is used commonly at VCC for applicants to demonstrate English language proficiency. Practical Nursing requires an IELTS result for entrance. Pathways students have requested a test prep course.

DISCUSSION:
While there was no significant discussion C. Leggatt confirmed there are four (4) Course Learning Outcomes.

RECOMMENDATION: That Education Council approve the new course IELTS Test Prep-Academic (ELSK 1006).

Prepared by:
David Branter
Chair, Curriculum Committee
Course Change Request

New Course Proposal

Date Submitted: 03/27/18 3:20 pm

Viewing: ELSK 1006: IELTS Test Prep - Academic

Last edit: 04/17/18 4:24 pm

Changes proposed by: cleggatt

Course Name:
IELTS Preparation - Academic

Effective Date: September 2018

School/Centre: Arts & Sciences

Department: EAL(3366)

Contact(s)

In Workflow
1. 3366 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Registrar
6. Banner

Approval Path
1. 03/20/18 7:44 pm
Carrie Leggatt (cleggatt): Rollback to Initiator

2. 03/23/18 12:59 pm
Carrie Leggatt (cleggatt): Rollback to Initiator

3. 03/28/18 4:01 pm
Carrie Leggatt (cleggatt): Approved for 3366 Leader

4. 03/28/18 4:55 pm
David Wells (dwells): Approved for SAS Dean

5. 04/17/18 4:25 pm
Nicole Degagne (ndegagne): Approved for Curriculum Committee Chair

Name | E-mail | Phone/Ext.
--- | --- | ---
Carrie Leggatt | cleggatt@vcc.ca | 7027

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Banner Course: IELTS Test Prep - Academic

Subject Code: ELSK - English Language Skills

Course Number: 1006

Year of Study: ESL Course

Credits: 0

Course Description:
IELTS (International English Language Testing System) is an internationally established English Language proficiency test. This test prep course is designed to prepare students to achieve an IELTS 6.5 - 7.0 score in listening, speaking, reading and writing.

Course Pre-Requisites (if applicable):

Students must have one of the following:
- completed ELSK 0720 and 0715 or combination of one '20' course and one '15' course of the following: ELSK 0815, 0820, 0915, 0920
- completed ELSK 0930
- has Canadian Language Benchmark or CLBPT at Level 7 in all skills
- English Language Assessment: 36 - Reading, 13-essay, 20 - Listening, 24 Speaking
- has achieved IELTS score of 6.0 or higher in all skills

OR
- with Department Leader approval

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO</th>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Describe the IELTS test format and band levels.</td>
</tr>
<tr>
<td>#2</td>
<td>Apply test-taking strategies specific to IELTS.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #3 Apply high-level vocabulary in preparation for IELTS.

CLO #4 Apply high-level grammatical structures accurately in preparation for IELTS.

Instructional Strategies:

Instructional Strategies include:
- demonstration
- test simulation
- written and oral feedback
- audio/video recording
- independent practice (Moodle)
- group and partner practice
- 1-1 consultation

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: 50% completion of evaluation plan+ 'S'

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>20-30 Reading Writing assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>20-30 Listening Speaking assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>40</td>
<td>2 complete practice tests</td>
</tr>
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</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

70

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

20

Practicum
Self Paced / Individual Learning

Course Topics

- IELTS Test and Format
- Test-taking strategies
- IELTS Band Levels

- Listening:
  - chart and table completion
  - classification, matching, selecting from a list
  - completing true and false, multiple choice, short answer, and sentence completion questions
  - making notes and summarizing

- Speaking:
  - providing basic and personal information
  - preparing and delivering 1-2 minute presentation
  - responding to questions/prompts using description, comparison, argument, opinion

- Writing:
  - analysis of writing samples at appropriate band levels
  - describing a chart, graph, or table
  - writing to give an opinion or make a comparison

- Reading:
  - skimming, scanning
  - understanding inferences, main ideas and opinions
  - completing true and false, multiple choice, short answer, and sentence completion questions

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?
No

Provide a rationale for this proposal:
Many programs at VCC have included International English Language Testing System scores as a way for potential students to demonstrate English language proficiency. Recently, the Licensed Practical Nursing program has added IELTS as a requirement (as well as CELBAN) and Pharmacy Tech is soon to follow suit. In addition, some of our Pathways students have requested an IELTS prep course as they require it to fulfill their career goals outside of VCC. Moreover, Tim Enders and Blair Worrall, faculty members in EAL, have conducted a survey and focus group with a cross section of students to determine feasibility. This survey has helped us define the targeted level, determine number of hours, learning outcomes etc for this new offering. The report has been attached.

Are there any expected costs as a result of this proposal?
faculty salary

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>-Discussion at Department Meetings</td>
</tr>
<tr>
<td></td>
<td>-Small group of faculty committed Professional Development time. 3 separate meetings</td>
</tr>
<tr>
<td></td>
<td>occurred to discuss development. Student survey, focus group, report</td>
</tr>
<tr>
<td>Centre for Instructional Development (CID)</td>
<td>March 27th Discussion with Marilyn Heaps on: Course Description wording, Learning</td>
</tr>
<tr>
<td></td>
<td>Outcomes made more explicit and wording on Passing Grade</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>March 27th</td>
</tr>
<tr>
<td></td>
<td>Denis Seremba - Recommended new course number (1006) and discussion on pre-reqs.</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>Meeting March 22 - no concerns - happy to have this option for students</td>
</tr>
<tr>
<td>Library</td>
<td>Bill Nikolai - December 2017 Discussion of materials and online platforms</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>email sent</td>
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<tr>
<td>International Education</td>
<td>no concerns to date</td>
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<tr>
<td>Assessment Centre</td>
<td>Email exchange March 26th - discussion of ELA mark. Meeting on April 6th for face-to-</td>
</tr>
<tr>
<td></td>
<td>face discussion.</td>
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</table>

Additional Information
Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carrie Leggatt (cleggatt) (03/20/18 7:44 pm): not ready for prime time
Carrie Leggatt (cleggatt) (03/20/18 7:44 pm): Rollback: not ready
Carrie Leggatt (cleggatt) (03/23/18 12:44 pm): not ready yet
Carrie Leggatt (cleggatt) (03/23/18 12:58 pm): Need to roll back
Carrie Leggatt (cleggatt) (03/23/18 12:59 pm): Rollback: not ready
Carrie Leggatt (cleggatt) (03/27/18 3:24 pm): We are ready to have this course outline go through the workflow process.
DECISION NOTE

1 May 2018

PREPARED FOR: Education Council

ISSUE: Changes to Admission Requirements: Human Anatomy and Physiology (NURS 1602)

BACKGROUND:
This proposal, presented Julie Gilbert, describes changes to the Course Description and Admission Requirements for NURS 1602. Details are in the proposal document.

DISCUSSION:
Julie Gilbert explained that subsequent to submitting the proposal document further consultations led to the decision to retain language regarding English and English language proficiency in the Admission Requirements, specifically: “English 12 with a B OR English Language Proficiency at a Grade 12 level.” The committee requested a change to verb Course Learning Outcome #1 from ‘Comprehend’ to ‘Define’.

RECOMMENDATION: That Education Council approve the changes to Admission Requirements for Human Anatomy and Physiology (NURS 1602).

Prepared by:
David Branter
Chair, Curriculum Committee
Course Change Request

Date Submitted: 03/27/18 2:54 pm

Viewing: **NURS 1602 : Human Anatomy & Physiology**

Last edit: 04/17/18 4:41 pm
Changes proposed by: jgilbert

Course Name:
**Human Anatomy & Physiology**

Effective Date: May 2018

School/Centre: Arts & Sciences

Department: UT Sciences(2018)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diem Ly Van</td>
<td><a href="mailto:dvan@vcc.ca">dvan@vcc.ca</a></td>
<td>604-871-7000-7293</td>
</tr>
</tbody>
</table>
Banner Course: Human Anatomy & Physiology

Subject Code: NURS - Nursing

Course Number: 1602

Year of Study: 1st Year Post-secondary

Credits: 3.2

Course Description:
This course is an admission requirement for entrance into the Practical Nursing Program. The course intends to provide the learner with the opportunity to learn the terminology used in health professions and to become familiar with the anatomy and physiology of the human integumentary, musculoskeletal, nervous, endocrine, cardiovascular, immune, respiratory, digestive and urinary systems. anatomy and physiology (see topics). This class is offered to applicants of Access to Practical Nursing, Practical Nursing (LPN) Programs. Prerequisite: Biology 12, minimum grade of C; English 12, minimum grade of B; Precalculus 11, minimum grade of C.

Course Pre-Requisites (if applicable):

• Pre-Calculus 11 with a minimum grade of C or equivalent, or Foundations of Math 11 with a minimum grade of C or equivalent
• Biology 12 with a minimum grade of C within the last five years or equivalent
• English 12 with B or English Language Proficiency at a grade 12 level

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comprehend and appropriately use anatomical terminology.</td>
</tr>
<tr>
<td>2</td>
<td>Identify and locate organs responsible to specific functions.</td>
</tr>
</tbody>
</table>

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

CLO #3  Describe the structure, and explain the relationship between structure and function in each organ system.

CLO #4  Describe physiological processes that occur in each organ system.

Instructional Strategies:
The course material is delivered through lectures, breakout group discussions/reviews, and through viewing of animations and videos. The student is encouraged to pre-read the text before lecture, and to actively participate in class discussions and presentations.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
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<tr>
<td>D</td>
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</table>

Evaluation Plan:

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<th>Percentage</th>
<th>Brief description of assessment activity</th>
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</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>60</td>
<td>5 quizzes worth 12% each</td>
</tr>
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<td>Assignments</td>
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<td>may include written and oral assignments</td>
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<td>Final Exam</td>
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<td>comprehensive exam</td>
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Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
### Course Topics:

- Introduction to Tissues
- Integumentary System
- Osseous Tissue and Skeletal System
- Articulations
- Muscle Tissue and Muscle System
- Nervous Tissue
- Spinal Nerves and Spinal Reflexes
- The Brain and Cranial Nerves
- Neural Integration
- Special Senses
- Endocrine System
- Cardiovascular System (blood, heart and vessels)
- Lymphatic and Immune System
- Respiratory System
- Digestive System
- Urinary System (including fluids and electrolytes)

**Reproductive System**

#### Resource Material(s)

- VCC Education and Education Support Policies

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### Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**No**

Provide a rationale for this proposal:
The admission requirement of English 12 and English Language Proficiency for NURS 1602 is inconsistent with the admission requirements for all other science courses at VCC. While NURS 1602 is specific to the PN / APN programs, English admission requirement will be assessed at time of application to the PN/APN programs. Therefore, it is not necessary to have English 12 and English Language Proficiency as a pre-requisite to NURS 1602.

Removal of the English requirement will allow students to work on their NURS 1602 and English requirement concurrently.

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

No, there are no extra costs.

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>Consultation with PN Department Leader and Health Sciences Operations Manager on March 22, 2018. According to the current admissions weekly data, there are students eligible to take the NURS 1602 who would benefit from taking their English requirements concurrently.</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Denis Seremba was consulted on March 22, 2018, and is in agreement that this change would enable students to work concurrently and progress on their admission requirements for the PN/APN program.</td>
</tr>
<tr>
<td>Centre for Instructional Development (CID)</td>
<td>Marilyn Heaps, CID March 27, 2018. As past Dept. Leader for the PN programs and current IA for CID, Marilyn concurs that this will encourage and support applicants in completion of the PN Program pre-requisites.</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Joyce Gordon, Sciences Dept. Instructor of NURS 1602. Initially, Joyce was supportive of this removal of English Language pre-requisites. Further discussion concluded that English 12 with B or English Language proficiency at the grade 12 level should be added.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Nicole Degagne (ndegagne) (03/27/18 10:52 am): Rollback: J Gilbert will make additional edits.
Nicole Degagne (ndegagne) (03/27/18 2:44 pm): Rollback: JGilbert will add additional consultations.
BACKGROUND:
This proposal, presented by Karen Brooke, describes small changes to the Program Outcomes and Admission Requirements, along with a correction: removing two courses from the list of required courses. Ms. Brooke explained that the program was undergoing a large-scale revision based on a Program Renewal that will be brought forward to governance next year. The department had noticed minor changes that should be made for the current year.

DISCUSSION:
The committee discussed the changes, and asked for some additional changes, including updating the instructional strategies section. The committee discussed removing two courses, PDIP 3280 and PDIP 3290, from the list of required courses. The department thought this change had been made years ago and have made the change in practice already.

The proposal also included most of the courses in the Program, but those changes were minor in nature and were approved to Curriculum Committee. Only the changes to the Program Content Guide qualified as major changes requiring EDCO approval. The committee agreed that the effective date for the changes should be June 2018.

RECOMMENDATION: That Education Council approve the changes to: Provincial Instructor Diploma Program.

Prepared by:
Todd Rowlatt
Chair, Education Council
Program Change Request

Date Submitted: 04/03/18 5:09 pm

Viewing: **Provincial Instructor Diploma Program**

Last approved: 12/20/17 8:41 am
Last edit: 04/17/18 4:56 pm
Changes proposed by: kbrooke

Program Name: Provincial Instructor Diploma Program
Credential Level: Diploma
Effective Date: **June 2018**
School/Centre: **School of Instructor Education Library, Teaching & Learning Services**
Department: Provincial Instructor Diploma(1500)

In Workflow
1. 1500 Leader
   Doug Mauger (dmauger):
   Approved for 1500 Leader
2. LTL Dean
   Shirley Lew (slew):
   Approved for LTL Dean
3. Curriculum Committee Chair
   David Branten (dbranter):
   Approved for Curriculum Committee Chair
4. EDCO Chair
   Todd Rowlatt (trowlatt): Rollback to Curriculum Committee Chair for EDCO Chair
5. Registrar

Approval Path
1. 04/04/18 6:45 am
   Doug Mauger (dmauger):
   Approved for 1500 Leader
2. 04/04/18 7:47 am
   Shirley Lew (slew):
   Approved for LTL Dean
3. 04/11/18 9:04 am
   David Branten (dbranter):
   Approved for Curriculum Committee Chair
4. 04/11/18 9:29 am
   Todd Rowlatt (trowlatt): Rollback to Curriculum Committee Chair for EDCO Chair
5. 04/26/18 9:27 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Program Content Guide

Goal

The BC Provincial Instructor Diploma provides new instructors with the knowledge, skills and attitudes needed to instruct adults. Course activities and assignments are intended to provide the skills needed to be an effective, competent instructor. The practicum provides an opportunity for participants to integrate and demonstrate their newly acquired knowledge.

VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Advanced Education, Skills & Training. Education. The PIDP is recognized by public and private colleges and institutes.

Admission Requirements

English 11, Communications 12 or equivalent. Please submit the following with the completed Application for Admission Form: A non-refundable $35 application fee (a $35 reactivation fee will be incurred for dormant accounts of 12 months) Relevant documents (certificates, diplomas or transcripts) which indicate the training you have received in your speciality. If your training has been work related, a current resume is acceptable.

A one page letter of introduction outlining education background and your motivation in taking our program. Grade 11 English, Grade 12 Communication or equivalent.
Prior Learning Assessment & Recognition (PLAR)

You can request an exemption for a course in the PIDP based on your formal education, previous experience and current level of knowledge and skills. Please contact the office and request Prior Learning Assessment for one course at a time. You will be directed to the Department Head who will supply you information about completing PLAR. You may apply for a maximum of three courses for exemption through PLAR and prior course equivalency. However, the Capstone Project cannot be completed by means of prior learning assessment. The fee for Prior Learning Assessment is half the tuition in that particular course at that time.

Process:
Apply for acceptance to the BC Provincial Instructor Diploma Program.
Contact the program office to request Prior Learning Assessment for a particular course.
Speak with the Department Head and compile the particular information and evidence requested to substantiate your request.
Include payment for the request and submit it together with the portfolio of information that you have compiled.
Include a covering letter that identifies the course for which you are requesting PLAR.

Program Duration & Maximum Time for Completion

230 hours

Program Learning Outcomes

Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
Create positive and engaging learning environments that promote respect for the diversity of learners.
Use instructional strategies and educational technologies appropriately to support and enhance teaching and learning. Communicate effectively and work collaboratively in the workplace and in the community.
Act in an ethical and professional manner when working in an adult education setting.

Practice critical reflection.
Promote critical thinking skills as a professional.
Develop professionally in response to trends in one’s field of practice and in adult education. Become a reflective practitioner.

Instructional Strategies, Design, and Delivery Mode

The program consists of seven 30-hour courses, and a Capstone Project. Upon successful completion of the program, graduates are awarded the British Columbia Provincial Instructor Diploma. The program is delivered by Vancouver Community College on behalf of the BC Ministry of Advanced Education, Skills & Training. The PIDP is recognized by public and private colleges and institutes. Courses are offered throughout British Columbia on a regular basis.
Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments or projects. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course.

Recommended Characteristics of Students

If you can visualize yourself as a confident adult educator who leads learners through the complex process of mastering new knowledge, skills and attitudes, then the PIDP can help you reach that professional goal. The Provincial Instructor Diploma Program provides new instructors with the competencies needed to design, manage and evaluate the instruction of adults in postsecondary education, business, industry and non-traditional adult learning environments. It also provides instructors with an accredited development program leading to diplomas and degrees at Vancouver Community College and other institutions. Upon completion of the program, graduates are able to design curriculum, plan lessons, select activities, conduct classroom instruction in various environments, deal with individuals and groups effectively, assess learning and evaluate student performance, as well as assess course and instructor effectiveness. The program places a priority on developing the practical abilities that are needed to fulfill the role and responsibilities of working instructors. As well, the program emphasizes the development of the personal attributes needed to assume the duties of a professional educator. Some of the important skills stressed in the program include classroom leadership and facilitation skills, motivational skills and human relations skills.

Courses

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIDP 3100</td>
<td>Foundations of Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3210</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3220</td>
<td>Delivery of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3230</td>
<td>Evaluation of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3240</td>
<td>Media Enhanced Learning</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3250</td>
<td>Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3260</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>PIDP 3270</td>
<td>Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td>PIDP-3280</td>
<td>Facilitating Learning I</td>
<td>3</td>
</tr>
<tr>
<td>PIDP-3290</td>
<td>Facilitating Learning II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

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

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student...
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>98-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>75-79</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>70-74</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>60-64</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Course Standings**

- R: Audit. No Credits
- EX: Exempt. Credit Granted
- TC: Transfer Credit

**Grade Point Average (GPA)**

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

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.
Rationale and Consultations

Provide a rationale for this proposal.

These outcomes are being revised slightly to avoid redundancy, one of the recommendations that came out of the program renewal.

Are there any expected costs to this proposal.

no

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>These outcomes were revised with input from all regular faculty and some term instructors at a department meeting.</td>
</tr>
<tr>
<td>Centre for Instructional Development (CID)</td>
<td>Garth Manning participated in the meeting where these outcomes were revised as part of the program renewal.</td>
</tr>
</tbody>
</table>

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (04/11/18 9:29 am): Rollback: Hi Dave- just rolling this back to you, to wait for the curriculum committee meeting next week.
PREPARED FOR: Education Council  
ISSUE: A.1.2 Student Appeal to Board of Governors

BACKGROUND:
This policy is being revised to ensure that language is consistent with appeals policies. In particular, this policy focuses on the process for when a student is suspended from the college by the President.

DISCUSSION:
Most recently input had been sought from the college lawyer and the Director of Student Development around specific clauses of the procedures. There was a suggestion that policy committee consider extending the notice for accommodation to 10 days. Policy committee felt that 5 days was sufficient within the context of the appeal timeline. Other changes made since the policy came for information were minor grammatical changes.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve A.1.2 Student Appeal to the Board of Governors Policy and Procedures.

Prepared by:  
Mike Tunnah  
Chair, Education Policy Committee
POLICY

Policy No. A.1.2
Title Student Appeal to Board of Governors
Approval Body Education Council, Board of Governors
Policy Sponsor President
Last Revised/Replaces April 22, 1999
Effective Date

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to the Board of Governors on the decision by the College president to suspend a student from the institution. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act Section 37 states that “(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of reasons; (4) A person suspended under this section has the right of appeal to the board.”

SCOPE AND LIMITS

This policy and its related procedures apply to students who have been suspended from the College by a decision of the College president. The circumstances that can result in a suspension are outlined in Policy D.4.3 Student Code of Conduct (Non-Educational Matters) and Policy D.4.5 Student Educational Conduct.

This policy and its related procedures do not apply to the appeal of other academic or non-academic decisions that have not resulted in suspension. Appeal processes for those decisions are outlined in other appeal policies such as C.1.2 Appeal of Final Grade; D.4.3 Student Code of Conduct (Non-Educational Matters); and D.4.5 Student Educational Conduct.

STATEMENT OF POLICY PRINCIPLES

1. VCC will establish and support a process for a student to appeal a suspension from the College that respects the rights of procedural fairness and natural justice.

2. The Board of Governors will provide a tribunal to serve as a final avenue of appeal for decisions to suspend.

3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility
for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

4. The decision to suspend will remain in force during the appeal to the Board.

5. Students are encouraged to seek advice about this policy and procedures from the College Arbiter of Student Issues; and/or from the Students’ Union of Vancouver Community College (SUVCC) Student Advocate.

6. The appeal process requires the collection, use and disclosure of potentially sensitive personal and educational information. All College members are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

DEFINITIONS

Board Appeal Committee (Hearing Committee): The body of four (4) members that hears appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Committee. Three members will be drawn from Board membership; one of the three members must be a student.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that the alleged violation is “more likely than not” to have occurred based on the evidence.

Procedural Fairness: Students have the right to:

1. Have a policy applied equally;
2. Have a College decision or action be communicated in writing with sufficient detail;
3. Dispute an initial College decision or action;
4. Appeal a subsequent College decision or action;
5. Be provided with sufficiently detailed and timely reasoned notice of activity;
6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;
7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and
8. Representation or advocacy.

Respondent: The President of the College who is responsible for a decision to suspend a student from the College.

Student: The person who has been suspended from the College and is appealing the decision.

Student Conduct File: A record held by the Dean of Student Development Office, separate from the Student’s educational records/files, that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

Suspension from the College: Removal of a Student from the College by the President for an identified or indefinite period of time.

RELATED LEGISLATION & POLICIES

Legislation:
College and Institute Act, Section 37
Policies:
A.2.1 Appeal to Education Council on Educational Matters
A.3.1 Prevention of Harassment, Discrimination, and Bullying
A.3.3 Freedom of Information and Protection of Privacy
A.3.9 Records Management
C.1.2 Appeal of Final Grade
D.4.1 Students with Disabilities
D.4.2 Student Grievance
D.4.3 Student Code of Conduct (Non-Educational Matters)
D.4.5 Student Educational Conduct

RELATED PROCEDURES
Refer to A.1.2 Student Appeal to Board of Governors Procedures.
PROCEDURES

Policy No. A.1.2
Title Student Appeal to Board of Governors
Approval Body Education Council, Board of Governors
Policy Sponsor President
Last Revised/Replaces April 22, 1999
Effective Date

Request for Appeal

1. Grounds for appeal are limited to the following:
   a. the decision to suspend lacked procedural fairness;
   b. there is relevant new information that was not available when the decision to suspend was made and that may have influenced the outcome.

2. It is strongly recommended that the Student use the services of the SUVCC Student Advocate, those of the College Arbiter of Student Issues, and/or some other support to prepare for the appeal.

3. The Student must both obtain and submit a “Request for an Appeal to Board of Governors” form, along with all supporting documentation, from and to the Executive Assistant of the Board (Board EA).
   a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend.
   b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case.
   c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.

Student and President Submissions

4. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.
   a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student’s request.
   b. The President’s submission will contain the following information:
      i. Response to the Student’s detailed reasons for appeal;
      ii. Witnesses to be called, with summary of evidence to be presented;
iii. Any documentation in support of the President’s decision to suspend; and
iv. Spokesperson and/or representative, if any, of the President.

c. In unusual circumstances and at the discretion of the Chair of the Hearing Committee, additional documents may be accepted from either the Student or the President after the submission deadline.

5. Upon receipt of the President’s submission, the Board EA will, within two (2) business days, send a copy of the President’s submission to the Student, and copies of both submissions (from the Student and the President) to the Chair of the Board.

Striking the Hearing Committee

6. The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.
   a. Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.
   b. Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

7. The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether to accept the appeal request or reject it based on insufficient grounds.
   a. The Chair of the Hearing Committee will notify the Student and President in writing of the decision regarding the holding of a Hearing and the reasons for that decision within three (3) business days of the meeting.
   b. If the appeal request is accepted, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.

Appeal Hearing

8. All Hearings will be recorded.

9. The Hearing will be attended by:
   a. Members of the Hearing Committee;
   b. The Student;
   c. The President;
   d. Witnesses;
   e. The Arbiter of Student Issues (observer only); and
   f. Other persons as indicated below.

10. The President may send a delegate in exceptional circumstances (such as being away for a period where delay of the Hearing would have significant consequences to the Student).

11. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
a. The Student may have representation during the Appeal Hearing, such as the SUVC Student Advocate. Students must identify the name and title of their representative in the “Request for an Appeal to the Board of Governors” form. However, the Student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

b. The President may have representation during the Appeal Hearing. However, the President is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

c. The Student may also have a support person present. The support person may not speak to the Tribunal.

d. The Student may request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Hearing.

12. During the Hearing, the Chair will chair the proceedings and ensure that procedural fairness is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues from the Student’s perspective. The President will be given the same opportunity. Tribunal members may pose questions to any party or witness through the Chair.

13. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a Hearing. The Chair will place all of this documentation in the Student Conduct File.

14. The President, members of the Hearing Committee, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

Decision

15. Immediately after the Hearing, the Hearing Committee members will deliberate in private and make a decision regarding the Appeal.

16. The decision:
   a. is based on the burden of proof of “balance of probabilities,”
   b. is made by majority vote.

17. The Hearing Committee will rule that the appeal is “founded” or “unfounded.” If the appeal is “founded,” the Committee will remit the matter back to the President for reconsideration. If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.

18. The Chair will convey the final decision and rationale to the Student and the President in person the same day (if possible), and in writing within three (3) business days of the Hearing. The Registrar and the Dean of Student Development will also be sent the written decision and rationale.

19. The Arbiter of Student Issues will be given access to the final written decision and rationale upon request.
Hearing Records, Recordings and Files

20. Audio and/or written records will be maintained in the Student Conduct File.
21. Files will be maintained for a minimum of one (1) year after the Hearing date.
22. These records will remain confidential.

RELATED POLICY

Refer to A.1.2 Student Appeal to Board of Governors Policy.
PREPARED FOR: Education Council
ISSUE: D.3.6 Admissions policy and procedures

BACKGROUND:
After reviewing this policy the Registrar’s office determined that new language needed to be added to capture other admissions requirements and clarify documentation and admission processes for international students. In addition to the changes made the college plans to rescind D.3.8 Criminal Record check.

DISCUSSION:
There were many comments received through the public feedback process. It was determined that many of the comments simply were seeking clarification and a few were making suggestions that did not fit with the intent of this particular policy. Many of the definitions were rewritten for clarity and reference to registrar’s office was replaced with registration area to capture all of the registration areas including SIE.

MOTION:
MOVE THAT Education Council approve D.3.6 Admissions Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No.  D.3.6
Title  Admissions Policy
Approval Body  Education Council, Board of Governors
Policy Sponsor  Vice-President Academic, Students & Research
Last Revised/Replaces  April 2015; September 27, 2017
Effective Date

CONTEXT AND PURPOSE
This Policy and related Procedures inform applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

SCOPE AND LIMITS
This Policy applies to all applicants and to all programs/courses offered by VCC.
Admission requirements are approved by Education Council and the Board of Governors in accordance with Section 23.1 of the College and Institute Act.

STATEMENT OF POLICY PRINCIPLES
1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, criminal record, marital status, family status or disability except where the College’s operations are governed by legislation.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar’s Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.
6. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.
7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada to study in Canada are eligible to apply for admission.

8. The Provincial Government establishes funded institutional enrolment targets for domestic students.

9. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:
   a. programs/courses that use selective admissions processes to rank order qualified applicants; and
   b. returning students who apply to be readmitted (insert students) into a program at an advanced level.

10. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.

11. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.

12. Applicants are responsible for providing all required admission documents for their programs/courses as outlined on the College’s website.

13. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

DEFINITIONS

Admission Requirements: A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

Other Admission Requirements: Program specific requirements other than academic admission requirements such as Criminal Records Check, immunizations, and CPR. Applicants should be aware of any non-academic requirements prior to entering a program. Refer to PCGs for a list of all program specific requirements.

Applicant: A person who has applied to a course or program and paid an application fee.

Cohort Program: A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.

Conditional Acceptance: Acceptance offered before all program requirements are met. Conditions must be met prior to commencing study.

English Language Proficiency: The ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies.
Equivalent: An alternate course or program of study that is similar to an admission requirement which can be presented instead of stated course requirements.

Flexible Admissions: Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant’s qualifications. Refer to the Flexible Admissions Policy (D.3.6.1).

Insert Applicants: Refers to former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or students transferring with Prior Learning Assessment or transfer credit from another recognized institution. VCC students in non-cohort programs are not considered insert students when returning to their program of study and they must complete within the duration listed within the Program Content Guide.

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

Pre-requisite: A course or other requirement necessary for registration into a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the course which they are registering in.

Prior Learning Assessment and Recognition (PLAR): Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to the PLAR Policy (D.3.5).

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

Registered Student: A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.

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)

Selective Admissions: Admission of students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College’s general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be
through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

**Standard Admissions:** Admission to a program is performed on a first qualified, first accepted basis.

**Transfer Credit:** refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript. Refer to the Transfer Credit Policy (D.3.11).

**Underage Applicants:** For the purposes of this policy, underage domestic applicant refers to anyone under 16 years of age, and underage international applicant refers to anyone under 17 years of age.

**RELATED LEGISLATION & POLICIES**

**Legislation:**
British Columbia Human Rights Code  
Canadian Immigration Act  
Criminal Records Review 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  
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 D.3.6 Admissions Procedures
General College Admission Requirements

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
   a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the Eligibility for Domestic Fees Policy (D.2.2) will qualify as domestic students.
   b. Applicants who are not domestic students and who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.

2. Admissions Officers will review application information to ensure that declared immigration status is consistent with previous educational experience. In the event that questions arise, staff will follow up with the applicant and may request additional supporting documentation to support the information provided.

3. Underage applicants may be granted special admission on an individual basis, subject to the following:
   
   For domestic applicants:
   a. a written consent from a parent or guardian, and
   b. letters of support from individuals who are familiar with the applicant’s circumstances (such as a school principal or health care provider).
   
   For international applicants:
   a. proof of high school graduation, and
   b. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.

4. At the time of enrolment, students must be at least 16 years of age.

Program/Course Admission Requirements

5. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.
6. There are three (3) processes the College can use to admit students into its programs and courses:
   a. Standard Admissions;
   b. Selective Admissions;
   c. Flexible Admissions.

Applying for Admissions at VCC

7. Applicants are required to submit all required documents as outlined on the College website, to the relevant Registration Area including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.

8. Applicants will pay an application fee, where required.

9. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants. For further information refer to the Aboriginal Education Enrolment Policy (D.3.10).

10. Applicants will be officially notified of admission decisions by the relevant Registration Area.

11. Applicants will be notified of conditional acceptance and of any submission deadlines by the Registration Area.

Transfer Credit

12. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the relevant Registration Area. For further information refer to the Transfer Credit Policy (D.3.11).

Prior Learning Assessment and Recognition (PLAR)

13. Students seeking PLAR must apply and submit all supporting documentation to the relevant Registration Area and pay the applicable fee. For further information refer to PLAR Policy (D.3.5).

Insert Applicant

14. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the relevant Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant’s educational history and seat availability.

15. Insert students who have taken less than a one (1) year break from their program must meet with their program's Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Area by the Department Leader in a timely fashion.
Admissions Review

16. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the relevant Registration Area and must be submitted along with any supporting documentation.

17. The relevant Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.

18. The relevant Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.

19. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Development representatives may be held as needed. The appropriate Dean is notified of the decision by the Department Leader.

RELATED POLICY
Refer to D.3.6 Admissions Policy.
BACKGROUND:
The registration policy informs students of the institutional practices for program and course registration. This policy also has a clause addressing inactive students. This policy had come before Education Council before with a controversial clause which was removed.

DISCUSSION:
The policy went out for community feedback and received comments. The comments were seeking clarity of certain definitions and procedures. Some minor language changes were made in response to the comments.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve C.1.6 Registration Policy and Procedures.

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. At the first instance of a student encountering difficulties in a course, the instructor is responsible for referring students to the appropriate support area noted below. Student Development, Indigenous Education and International Education are the recognized institutional experts for providing educational support to students in order to promote success.

DEFINITIONS
Admission: The formal process by which students are granted the opportunity to be considered a student at the College and would be eligible to register for courses. In order to be admitted, students are required to fulfill the requirements stipulated in the program they are applying to. This may include specific course completion and/or grade level completion, some with specific grades. In addition, some programs will require students to present documented
evidence of having met specific requirements that may not be academic in nature but are salient to the program in which they are applying. For Continuing Studies courses, there may not necessarily be a formal admissions process and, as such, the process itself revolves around the submission of an application with required demographic data so that students can be entered into the student records system to ensure for the purposes of appropriate tracking. In such situations, students will be admitted which serves institutional purposes of allowing the College to ensure good record keeping and this will allow the student to register for a particular course in question.

**Insert Student:** A student who has previously completed a portion of a VCC program and has returned 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.

**Registered Student:** A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.

**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)

**RELATED LEGISLATION & POLICIES**

**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 C.1.6 Registration Procedures
1. To register in courses, a student must have completed the admission process 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. If pre-requisites are not met before the course start date, the student must withdraw from the course or may be withdrawn. The Registration Area must have proof of relevant course pre-requisites on file for each registered student.

4. 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.

5. 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.

6. 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.

RELATED POLICY
Refer to C.1.6 Registration Policy.
PREPARED FOR: Education Council  
ISSUE: C.1.3 Granting of Credentials policy and procedures

BACKGROUND:
A small working group consisting of registrar’s office and continuing studies convened to discuss proposed changes to this policy. A scan of other BC institutions was considered and updating credential types was also considered.

DISCUSSION:
Changes proposed at Policy committee include removing citation as a credential and replacing it with short certificate. The other change of significance was to reduce the credit totals for short certificates to a range of 6-17 credits and certificates to a range of 18-59 credits. Discussion ensued about whether there should be a separate policy for CS programs, however, the registrar’s office was not in support of this approach. It was argued that one policy consistently applied to all programs across the college would be the best way forward.

RECOMMENDATION:
Education Policy Committee provides policy C.1.3 Granting of Credentials to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah  
Chair, Education Policy Committee
POLICY

Policy No. C.1.3
Title Granting of Credentials
Approval Body Board of Governors
Policy Sponsor Vice President Academic, Students & Research
Last Revised/Replaces April 29, 2004/March 27, 2008/May 28, 2014
Effective Date November 17, 2016

CONTEXT AND PURPOSE

The purpose of this policy is to inform current and prospective students, as well as the College community, of the requirements for the awarding of official credentials.

The term “credential” refers to the confirmation by Vancouver Community College (VCC; the College) of the completion by a student of a defined program of required and elective courses that has been approved by the Education Council.

This Policy and related Procedures identifies the types of credentials issued by VCC and outlines the responsibilities of various bodies within the College for the issuance of credentials.

SCOPE AND LIMITS

This Policy and related Procedures applies to the issuance of all credentials by the College.

This Policy does not apply to Statements of Completion, VCC Awards of Achievement and non-credit courses/programs.

STATEMENT OF POLICY PRINCIPLES

1. The development and approval of all credentials is guided by needs as expressed by the communities served by VCC.

2. In order to maximize student mobility and success, credentials are also guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

3. All credentials are documented and issued through the Registrar’s Office.

4. The College identifies the minimum credit requirements for a student to be eligible for each type of VCC credential.

5. The College identifies the minimum requirement (courses to be taken through the College) in order for a student to be eligible for a VCC credential.

6. The College identifies the minimum grades required for graduation.
7. The College will identify a maximum duration a student may work on a credential. Any duration limit will be specified in the Program Content Guide. Normally, duration limits will be: three years for a certificate; five years for a diploma; and seven years for a degree. Extenuating circumstances may warrant an extension. Students must apply to the Registrar’s Office or the Continuing Studies Office (for students in Continuing Studies) for an extension. The granting of the extension must be approved by the Dean responsible for the program.

8. The Registrar or delegate has the authority, on a case by case basis and in consultation with the responsible Dean/Department Leader or the Director of Student Services, to make exceptions to the minimum requirements.

9. Programs with approved credentials that do not meet the requirements laid out in this policy will transition to the new policy requirements when the program goes through a formal program renewal process, or at the initiative of the department.

DEFINITIONS

Credential: A defined program of required and elective courses that has been approved by the Education Council as leading to a particular credential.

Credential Type: The following credentials are recognized by the College and are approved by the Education Council and Board of Governors, unless otherwise dictated by external approval agencies:

- **Short Certificate:** A defined program of study usually involving less than one year of study and consisting of 6-17 credits.

- **Certificate:** A defined program of study usually involving one year of study and consisting of 18-59 credits.

- **Diploma:** A defined program of study usually involving two years of study and consisting of 60-119 credits.

- **Associate Degree:** A defined program of study involving two years of university-level study with an Arts or Science focus and consisting of 60 credits. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the BC Transfer Guide for specific requirements.

- **Degree:** A defined program of study in a specific program area usually involving four years of study and consisting of a Diploma equivalent plus an additional 60 credits, or a minimum of 120 credits.

- **Advanced Certificate:** A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually involving less than one year of study and consisting of 15-39 credits. A certificate, diploma or Bachelor’s degree is required as a pre-requisite.

- **Advanced Diploma:** A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually involving one year or more of study and consisting of 40-119 credits. A diploma or Bachelor’s degree is required as a pre-requisite.
Post-Degree Diploma: A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually requiring two years of study and consisting of 30-60 credits. A Bachelor’s degree is required as a pre-requisite.

Cumulative, Program Grade Point Average: A weighted average of grades earned in courses designated as eligible for inclusion in the requirements for a credential.

Insert Student: A student who has previously completed a portion of a VCC program and is returning to complete remaining courses in a program.

Parchment: The physical and legal document awarded to the recipient of a credential.

Prior Learning Assessment & Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to D.3.5 Prior Learning Assessment & Recognition policy.

Statement of Completion: A document awarded for the successful completion of a course or group of courses that do not lead to a credential.

VCC Award of Achievement: A document awarded for the successful completion of a course or group of courses that do not lead to a credential. The course or group of courses will include a minimum of 15 hours of instruction, and successful completion will be based on assessment criteria provided in the course outline(s), including but not limited to, participation or other subject-specific criteria as determined by the program area.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript. Refer to Transfer Credit policy.

RELATED LEGISLATION & POLICIES

Legislation
College and Institute Act, (RSBC 1996) Chapter 52

Policies
C.1.1 Grading, Progression and Withdrawal
C.1.4 Assignment of Credits to Courses
C.3.9 Degree Standards
D.3.5 Prior Learning Assessment & Recognition
D.4.1 Students with Disabilities
C.3.14 Curriculum Development and Approval Process

RELATED PROCEDURES

Refer to C.1.3 Granting of Credentials Procedures
The Procedures related to the awarding of credentials is organized under the following headings:
Determination of form and content of credential; Determination and approval of credentials;
Determination of credential requirements; Process to determine eligibility for credential; Multiple
credentials; Awarding of credential.

DETERMINATION OF FORM AND CONTENT OF CREDENTIAL

1. The Registrar’s Office will determine the parchment to be awarded including the following: Type
   of paper and presentation format; Content; Signatures; Seal.
2. All credentials will have an official title that is descriptive of the discipline or general area of
   study, for example: Bachelor of__________; Diploma in______________;  Certificate in______________
3. The Registrar will maintain a record of the official names of each credential and will post this
   information on the College website.

DETERMINATION AND APPROVAL OF CREDENTIALS

4. The process of developing programs and courses leading to credentials is documented in the
   policy C.3.14 Curriculum Development and Approval Process. Consistent with the College and
   Institute Act, credentials are approved by the Board, on the advice of Education Council.
5. The Registrar’s Office will maintain the master list of credentials offered by the College,
   including the requirements for successfully completing a credential.

DETERMINATION OF CREDENTIAL REQUIREMENTS

6. All College programs will have the following criteria for determining eligibility for the credential:
   a. Twenty-five per cent (25%) of the prescribed program credits must be completed at
      VCC. All of these credits must be obtained within the last half of a program. Credits
      obtained through PLAR or Transfer Credit may not be counted towards the twenty-five
      percent.
   b. A minimum cumulative, program grade point average of 2.0.
c. Successful completion of all program requirements as stated in the Program Content Guide at the point of the student’s entry to the program.

d. All program requirements must be completed within a time period if a time period is specified in the Program Content Guide.

7. Exceptions to these minimum requirements may be considered by Education Council. These exceptions will be specified in the Program Content Guide.

8. Individual programs may be approved for criteria that are above the minimum established by the College. These criteria will be specified in the Program Content Guide.

PROCESS TO DETERMINE ELIGIBILITY FOR CREDENTIAL

9. The Registrar’s Office will determine a student’s eligibility for a College credential automatically, except for degree programs, insert students and Continuing Studies. The Department Leader of the program will be consulted as required.

   a. Degree students and insert students must apply for their credential by submitting a Credential Request Form to the Registrar’s Office.

   b. Continuing Studies students must apply for their credential by submitting an Application for Graduation Certificate or Diploma to the Continuing Studies office. Upon receipt of this application, the student’s eligibility for a credential will be determined by the department, and a request to issue the relevant credential will be made to the Registrar’s Office.

10. The Department Leader may recommend the waiver of selected graduation requirements. The Registrar has final approval over such waivers.

MULTIPLE CREDENTIALS

11. Credits earned for one credential may be used to meet some of the requirements of a second credential of the same type (e.g. two certificates), provided students complete 50% new course work.

12. In the case of an awarded credential being used to enter a more advanced credential (such as a diploma being used as the first two years towards a degree), credits from that credential cannot be applied as credit in the last half of the credential. Credits can only be applied once within a credential.

AWARDING OF CREDENTIAL

13. All credentials are confirmed at one of the College’s convocation ceremonies.

RELATED POLICY

Refer to C.1.3 Granting of Credentials Policy.