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<tr>
<td>1.</td>
<td>CALL TO ORDER</td>
<td></td>
<td>E. Ting</td>
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<td>ADOPT AGENDA</td>
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<td>APPROVE PAST MINUTES</td>
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<td>1 min</td>
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<tr>
<td>a.</td>
<td>Annacis Island Update/Feasibility Report Committee</td>
<td>Info</td>
<td>D. Wells, T. Rowlatt</td>
<td>10 min</td>
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<td>b.</td>
<td>Strategic Innovation Plan</td>
<td>Approval</td>
<td>J. Shin, D. Wells, R. Noel</td>
<td>20 min</td>
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<td>9-20</td>
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<td>c.</td>
<td>Affiliation Agreement with Stenberg College</td>
<td>Approval</td>
<td>A. Lipsett</td>
<td>20 min</td>
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<td>d.</td>
<td>Planning for the New Normal in Teaching – Return to Campus &amp; Governance Implications</td>
<td>Discussion</td>
<td>E. Ting</td>
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<td>e.</td>
<td>CS Non-Credit Courses</td>
<td>Info</td>
<td>A. Lipsett</td>
<td>5 min</td>
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<td>f.</td>
<td>EdCo Planning Day Debrief</td>
<td>Info</td>
<td>E. Ting</td>
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<td>COMMITTEE REPORTS</td>
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<td>i.</td>
<td>New Program: Optician Diploma</td>
<td>Approval</td>
<td>R. Bennett</td>
<td>10 min</td>
<td>✓</td>
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<td>iii.</td>
<td>Program Update: Health Care Assistant Certificate (EAL Cohort)</td>
<td>Approval</td>
<td>L. Beveridge</td>
<td>5 min</td>
<td>✓</td>
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<td>iv.</td>
<td>Minor Curriculum Changes</td>
<td>Info</td>
<td>T. Rowlatt</td>
<td>1 min</td>
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<td>b.</td>
<td>Policy Committee</td>
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<td>i.</td>
<td>D.3.6 Admissions</td>
<td>Decision</td>
<td>N. Mandryk</td>
<td>5 min</td>
<td>✓</td>
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<td>ii.</td>
<td>C.2.1 International Students on Study Permits <em>(to be rescinded)</em></td>
<td>Decision</td>
<td>N. Mandryk</td>
<td>2 min</td>
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<td>c.</td>
<td>Appeals Oversight Committee</td>
<td>Info</td>
<td>L. Griffith</td>
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<td>d.</td>
<td>Education Quality Committee</td>
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<td>i.</td>
<td>Gap Analysis Working Group Recommendations</td>
<td>Approval</td>
<td>T. Rowlatt</td>
<td>10 min</td>
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8. **RESEARCH REPORT**
   - Info
   - E. Ting
   - 2 min

9. **CHAIR REPORT**
   - a. EdCo Annual Report 2020
     - Info
     - E. Ting
     - 2 min

10. **STUDENT REPORT**
    - Info
    - P. Patigdas
    - 2 min

11. **NEXT MEETING & ADJOURNMENT**
    - Info
    - E. Ting
    - 1 min

September 14, 2021,
3:30–5:30 p.m.
ATTENDANCE

<table>
<thead>
<tr>
<th>Education Council Members</th>
<th>Guests</th>
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<tbody>
<tr>
<td>Elle Ting (Chair)</td>
<td>Adrian Lipsett</td>
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<tr>
<td>Natasha Mandryk (Vice-Chair)</td>
<td>Bonnie Chan</td>
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<tr>
<td>Ali Oliver</td>
<td>Claire Sauvé</td>
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<td>Brett Griffiths</td>
<td>Clay Little</td>
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<td>Dave McMullen</td>
<td>Dawn Cunningham Hall</td>
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<td>David Wells</td>
<td>Jane Shin</td>
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<td>Heidi Parisotto</td>
<td>Jennifer Gossen</td>
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<td>Jo-Ellen Zakoor</td>
<td>Michael Yue</td>
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<td>John Demeulemeester</td>
<td>Nicole Degagne</td>
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<td>Julie Gilbert</td>
<td>Pervin Fahim</td>
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<td>Lucy Griffith</td>
<td>Phoebe Patigdas</td>
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<td>Marcus Ng</td>
<td>Rebeccah Bennett</td>
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<td>Natasha (Student Representative)</td>
<td>Shirley Lew</td>
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<td>Sarah Kay</td>
<td>Tanny Marks</td>
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<td>Shane McGowan</td>
<td>Taryn Thomson</td>
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<td>Shantel Ivits</td>
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<td>Todd Rowlatt</td>
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Regrets

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<th>Blair McLean</th>
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<td>Julia Skye Summers</td>
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Recording Secretary

| Darija Rabadzija                 |

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the College is located on the traditional unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), x̱məθkwəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 11, 2021 agenda as presented.
Moved by D. Wells, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the April 13, 2021 minutes as presented.
Moved by D. Wells, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.
6. BUSINESS ARISING

a) Duolingo Update

**MOTION:** THAT Education Council approve extending the use of the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions to the 2022 Spring Term (inclusive).

**Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- D. McMullen presented additional information on the Duolingo English test, which was adopted as an alternative English Language Proficiency (ELP) assessment at the beginning of the pandemic. Student success rates on the Duolingo test were dramatically higher than on the traditional English Language Assessment (ELA). Conversations have begun at VCC (and other institutions) about recalibrating Duolingo benchmarks, in consultation with faculty. The plan is to collect more data on student progression/completion to help evaluate the accuracy of student placement based on different assessments; however, comparing data from the Fall/Winter Terms 2020/21 and 2019/20 will also capture other factors (change to online/blended delivery).
- Since the Duolingo assessment was introduced as a temporary measure during the pandemic, questions were raised about whether to return to the previous assessment model with the expected return to campus in September. D. McMullen estimated that only about 50% of students will be on campus at any given time; D. Wells added that faculty and student surveys at VCC indicated a preference for blended learning (about 60% of respondents), with 20% in favour of fully online delivery (about 20%). A lot of work has been done over the pandemic, and the goal is to maintain what has proven effective.
- There was a discussion about the broader question of evaluating assessments. S. Lew reported that a short-term project will be initiated to evaluate different testing options and make recommendations to better support the needs of departments, particularly ABE and EAL. A call for expressions of interest will be sent out to faculty (0.25 FTE each for faculty with ABE and EAL backgrounds).
- The use of Duolingo was initially approved as a one-year pilot in March 2020; in view of the ongoing pandemic, Education Council agreed to vote on an extension for admissions to the 2022 Spring Term.

b) Annacis Island Update/Feasibility Report Committee

- T. Rowlatt reported that the working group is looking at different options for the HMT program and their feasibility: 1) remaining at Annacis Island Campus; 2) bringing a portion of programming back to the Broadway Campus; 3) identifying an alternative space in collaboration with other trades program or community partners. The financial circumstances would make option 1) extremely challenging.
- D. Wells added that the College has retained external legal counsel, which is expected to receive BCIT’s term sheet shortly. A meeting is planned with both VPAs and the ministry.

c) Academic Year

**MOTION:** THAT Education Council recommends the Board approve the Academic Year 2021/22, 2022/2023, and 2023/2024.

**Moved by D. Wells, Seconded & CARRIED (Unanimously)**

- D. McMullen presented Academic Year information for the next three years. Policy C.3.13 Academic Year was revised last year, and the document now includes only term dates, public holidays and closures. Some information that was historically included in the Academic Schedule (e.g., which programs run during which term) was removed, as it forms part of the enrolment planning process.
- D. McMullen noted concerns around the workload in the Registrar’s Office. The plan is to increase efficiency and improve the student experience by offering more online registration. A major challenge to implementing a standardized, automated system is the fact that a number of programs at VCC do not align with a standard term structure. While it was acknowledged that it is not feasible for all
programs to move to standard start and end dates, programs should be aligned with the term structure wherever possible. There will be conversations and consultation around this, and the RO will work with the CTLR to support these efforts. This issue ties in with current conversations around assessment of institutional risks, in this case potential impact on enrolment.

d) Planning for the New Normal in Teaching – Return to Campus & Governance Implications

- E. Ting shared B.C.’s COVID-19 Return-to-Campus Primer providing guidance to post-secondary institutions around planning for a return to campus.

- D. Wells is establishing a Program Reset Working Group to address questions around the return in September; this group will review survey data and feedback from program areas and the CTLR to inform program delivery going forward. There is interest in continuing some blended and online delivery, and implications on registration, disability services, technology, governance, etc. need to be considered. The goal is to convene a broad group of stakeholders to work on these issues over the next 3–4 months and develop recommendations.

e) Contract Training Update

- M. Yue, Director of the Partnership Development Office (PDO), noted that policy C.3.5 Education Service Contract was recently updated; the PDO, Finance and contract owners/ managers have been working collaboratively to ensure compliance with the policy, procedures, and Contract Management Guide.

- A summary of new contracts (started in 2020-21) was presented, including contracts in response to COVID-19, the LINC contract (renewed for five years), and the five-year contract to serve as the UMAP (University Mobility in Asia and the Pacific) International Secretariat. The Material Handling 4.0 pilot project in collaboration with four colleges will start in 2021-22.

- Related to COVID-19, student emergency financial aid was provided in 2020-21 through a general fund ($140,000) and a fund for Indigenous students ($77,000). Funding will continue in 2021-22 as the pandemic continues.

- There was a discussion about funding of the LINC contract; the amount of funding and annual increases are not sufficient to cover increasing delivery costs. As a result, the number of offerings was reduced last year to remain within the budget. Slight reductions in delivery are expected over the next four years, but they will be not be as significant as during the first year of the contract.

f) Affiliation Agreement with Native Education College (NEC)

- The affiliation agreement was distributed via email. The unique nature of this agreement, pertaining to funding for NEC, was emphasized. As NEC is technically considered a private institution, the province cannot directly fund NEC. Instead, VCC receives funds and forwards them to NEC, minus a small administration fee, along with a letter from the province outlining NEC’s FTE obligations.

- This agreement goes back to about 2007; there were questions about the dates in the agreement, which lists funding only for one year at a time. Funding and FTE numbers are provided annually by the province and may change. A non-dated agreement was considered, but regular renewals provide a valuable opportunity for conversations, which previously led to a separate agreement on UPass. An MOU on programming opportunities in partnership is under consideration.

- Education Council members felt that this agreement falls under policy C.3.10 Educational Affiliations and should have come to EdCo and the Board for approval. It was agreed to accept the affiliation agreement as approved after the fact; D. Wells will bring future draft agreements to EdCo before signature.

g) Affiliation Agreement with Stenberg College

- The concept paper for the Optician Diploma was presented to Education Council in February, and Curriculum Committee recommended the curriculum for approval at its April meeting. The curriculum was not presented to Education Council at this meeting in order to allow for discussion of the
affiliation agreement with Stenberg College (SC), including the rental and curriculum licensing agreements. The draft agreement was distributed via email.

- The curriculum for the accredited two-year Optician Diploma was licensed from SC and slightly adapted for the VCC context, in collaboration with the CTLR. The program will be delivered at the SC campus in Surrey. VCC students will be instructed separately from SC students, and instructors will be hired into VCC’s Continuing Studies (CS). There will be a PAC for the VCC program (with some crossover in membership from SC’s PAC), and program quality assurance will be managed by VCC.

- Education Council members raised several questions, which were addressed by A. Lipsett, C. Sauvé, and R. Bennett:
  
  - Public/private partnership and distinction between SC’s and VCC’s programs: Discussion about ensuring the program encapsulates VCC’s values and serves VCC’s community, and is distinct from SC’s diploma. Question about how to ensure instructors teach the curriculum adapted to the VCC context. It was noted that the curriculum was only slightly modified. Instructors have not yet been hired; there may be some instructors teaching at both institutions, which is not an uncommon practice.
  
  - Copyright: Concern about use of VCC documentation by other institutions, particularly in the public/private context, based on previous experiences. Suggestion to include a provision in the agreement regarding copyright on work done by VCC to meet its curriculum standards; this may become particularly relevant should VCC decide to offer a program independently in the future.
  
  - Sharing logos: Risk of blurring the distinction between VCC and SC and confusing students, particularly around competing programs offered at both institutions. Importance of protecting VCC’s unique identity and excellent reputation; caution due to previous experiences of misrepresentation. The rationale for sharing logos is to improve VCC’s visibility and increase enrolment. The logo may only be used with VCC’s permission, after review by VCC’s Marketing department.
  
  - Curriculum changes/quality assurance: SC’s curriculum is accredited, and VCC will work on its own curriculum accreditation. Courses outlines/assessments were slightly modified for the VCC context. There will be a quality management committee consisting of two members each from SC and VCC, as per the licensing agreement. Any curriculum changes will go through VCC’s regular governance process, and the program will undergo standard program renewal.
  
  - Curriculum licensing: Question why the curriculum was rented, rather than purchased outright. The cost to purchase the curriculum would have been prohibitive. VCC licenses its own Medical Device Reprocessing Technician (MDRT) curriculum to another institution in a similar way.
  
  - Practicum placements and support: Placements will be coordinated by SC, since the college has existing connections with industry. VCC will pay for this service. If the program is successful, VCC’s CS program coordinator could take over this work in the future (not instructors). Instructors will work with the practicum host/preceptor; while they will not be continuously on site, they will conduct weekly check-ins with students.
  
  - Student support services: Concern about students’ access to VCC services from SC’s Surrey campus. Some services are available online or via phone; students will be able to access services at VCC’s campuses outside of class time. SC will provide services in cases of emergency (first aid; emergency counselling). There is experience in CS with supporting students that are fully off-site in the (albeit significantly shorter) MDRT program.
  
  - Instructor support of students outside class time: Concern about sufficient support, since CS instructors are paid based solely on teaching hours. International students in the Optician Diploma may require more support than domestic students in the shorter MDRT program. CS expects instructors will make themselves available to students as needed.
  
  - Work and study spaces: Recommendation to outline explicitly in the rental agreement that students will be able to access common spaces, computer labs, printers, wifi, etc. after class.
International students may be more likely to spend more time on campus than SC’s mainly domestic student body.

- Student transfers: Ensure the Registrar’s Office has reviewed this language.

- Feedback will be taken under consideration; an updated agreement will be presented at the next EdCo meeting.

h) Education Service Renewal Report: Arbiter of Student Issues

- J. Shin acknowledged her location on the kʷikʷəƛ̓əm (Kwikwetlem) First Nation territory. She presented the final education service renewal report on the Arbiter of Student Issues Office and commended the rigorous and thoughtful work done by T. Marks over the last two years. The report includes an action plan, and J. Shin will work with the arbiter on advancing these goals, particularly around operational capacity building and the student experience.

- T. Rowlatt commended the work done and inquired about several points that were discussed at the last Education Quality Committee meeting. Some action items deviate from external panel recommendations, particularly around the title of the office; office location; and the practice of taking notes. J. Shin and T. Marks responded to these questions. There are efforts to secure more space, but this is a general challenge at the College. The attempt in 2018 to transition the title from an arbiter to an ombudsperson did not find unanimous support by internal stakeholders; the reporting structure and single-source funding do not formally qualify the office as independent from the College, as would be the case for an ombuds office. Overall, the arbiter’s role is different from and broader than an ombudsperson’s. T. Marks outlined her view that taking notes, which students may request under FOIPPA, is crucial in terms of transparency and accountability; she acknowledged that this is in opposition to general practice in the ombuds field. J. Shin did not have concerns around this practice, and noted that there is a broader conversation with Counselling and Disability Services around privacy and confidentiality of notes. T. Marks added that the purpose of this discussion is to be more explicit and transparent with students about the limits to privacy and confidentiality of their records, in terms of potential access by the College.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Courses: MATH 0611, 0621, 0631, 0641, 0651, 0661

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new courses: MATH 0611, 0621, 0631, 0641, 0651 and 0661: Fundamentals of Mathematics Levels 1-6.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the proposal; six ABE math courses were updated to align with the latest version of the ABE Articulation Handbook. Course names and numbers were also changed.

b) Policy Committee

i) D.1.5 Use of Library Resources

**MOTION:** THAT Education Council send, in the form presented at this meeting, D.1.5 Use of Library Resources policy and procedures out for community feedback.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- N. Mandryk presented minor updates to the policy and procedures, completed as part of the regular five-year review.
c) Appeals Oversight Committee
- L. Griffith reported that the committee will next meet in June to work on an asynchronous appeals process; she thanked N. Degagne and N. Mandryk for their support.

c) Education Quality Committee
i) Gap Analysis Working Group Recommendations
- Item deferred due to time constraints.

8. RESEARCH REPORT
- E. Ting reported that the Research Ethics Board is reviewing a federal guideline change that will require policy changes around data management in the next two years.

9. CHAIR REPORT
- E. Ting reported that the Academic Year will be presented to the Board of Governors for approval at its May 27 meeting. The Academic Governance Council will hold its spring meeting at the end of the month.

10. STUDENT REPORT
- E. Ting provided the update on behalf of P. Patigdas, who had to leave the meeting. Two new student representatives were elected to the SUVCC Board of Directors in the recent by-election; orientation will take place this week.

11. NEXT MEETING AND ADJOURNMENT
- Strategic Innovation Plan (SIP) Presentation to EdCo: May 19, 3:00-3:45 p.m.
- EdCo Planning Day: June 3, 9:15 a.m.-12:15 p.m.
- The next regular Education Council meeting will be held on June 8, 2021, 3:30–5:30 p.m.

**MOTION:** THAT Education Council adjourn the May 11, 2021 meeting.

**Moved by E. Ting, Seconded & CARRIED (Unanimously)**

- The meeting was adjourned at 5:36 p.m.

Elle Ting
Chair, VCC Education Council
A NEW DECADE OF INNOVATION

VCC STRATEGIC INNOVATION PLAN
2022-2025
VCC acknowledges that we teach and learn on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səl̓ilwətaɁɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial. We further recognize our responsibility to the broader connections we have with the Indigenous lands, peoples, and cultures at and beyond our campuses.

Guided by the Truth and Reconciliation Calls to Action, and British Columbia’s adoption of the United Nations Declaration on the Rights of Indigenous Peoples, VCC must prioritize meaningful and sustained action to decolonize our programs, space, people, and culture. At the very heart of this work will be a dedicated effort to transform our personal attitudes and collective practices.

This vision and commitment to reconciliation have been foundational in the development of VCC’s Strategic Innovation Plan, and are paramount to its accountability and success.
NEW DECADE

VCC is committed to transforming into an innovative centre of learning in the next 10 years.

To bring our vision to life, we are working together to deliver bold new initiatives guided by our values and empowered by financial readiness.

We are open to new approaches and business models for the diverse and changing learner, community, and industry needs.

The Strategic Innovation Plan (SIP) will modernize our programs and courses; reimagine our physical and virtual campus spaces; support our people and culture; realize strategic partnerships and opportunities; and create a fiscally sustainable future.

VCC will be positioned to continue our legacy of educational and operational excellence and socioeconomic contributions that shaped our communities and region.

“The vision put forth in this Strategic Innovation Plan will chart VCC’s path to being the first choice in innovative, experiential learning for life.”

Ajay Patel, President & CEO
Context for Refresh

- Fiscal sustainability and financial renewability through systems innovation and digital transformation as informed by the pandemic experience
- Reconciliation and Justice, Equity, Diversity Inclusion & Decolonization (JEDI+D) in all aspects of college planning and work
- Safety and well-being in student experience and work culture
- Environmental stewardship through existing and new initiatives in response to climate emergency
- Guided by our institutional values and in alignment with government and ministry goals
How we will do it

VCC has identified five strategic priorities for our innovation plan:

- Academic Innovation
- Campuses of the Future
- Operational Excellence
- VCC Vision & Values
- Empowered People & Inclusive Culture
- Engaged Communities
Strategic Innovation Plan is guided by VCC’s Values

**Reconciliation & Diversity**
We respect and celebrate our differences, and are committed to the work of **decolonization** and inclusivity for all.

**Excellence**
We strive to deliver the highest educational quality, student support, and college operations that are responsive, relevant, and innovative.

**Student Success**
We create an accessible environment where students can build skills, develop attributes, and gain experience in the classroom, community, and industry for success.

**Stewardship**
We are responsible for the resources entrusted to us and are focused on working in the best interest of the college community as a whole.
Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and industry needs

Reconciliation JEDI+D
Incorporate the context and priorities of Indigenous communities and equity-deserving groups into the academic planning and delivery processes.

Fiscal Sustainability
Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.

Student Experience
Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach.

Educational Delivery
Build a diverse educational delivery model that supports lifelong learning and responds to evolving learner, community, and industry needs.
Design spaces and infrastructures optimized for all learner and employee success and wellbeing

**Reconciliation JEDI+D**
Foster an environment that supports belonging and well-being by integrating the context and priorities of Indigenous communities and equity-deserving groups in campus planning.

**Campus Plans**
Advance the Campus Master Plan and develop a strategic campus stewardship plan for our current facilities.

**Environment**
Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.

**Technology**
Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.
## OPERATIONAL EXCELLENCE

Advance system integration, risk management, and fiscal responsibility through capacity building and digital transformation

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<tr>
<th>Reconciliation</th>
<th>Review college policies and procedures through the lens of decolonization, equity, diversity, and inclusion.</th>
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<tr>
<td>JEDI+D</td>
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<tr>
<td>Risk Register</td>
<td>Identify formalized strategies and processes to mitigate institutional risk.</td>
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<tr>
<td>System Innovation</td>
<td>Advance system integration, access, and user experience through digital transformation across the institution.</td>
</tr>
<tr>
<td>Financial Stewardship</td>
<td>Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary responsibility and fiscal health.</td>
</tr>
</tbody>
</table>
EMPOWERED PEOPLE
INCLUSIVE CULTURE

Cultivate innovative and accessible people services committed to inclusion, wellness, and development for all employees

Reconciliation
JEDI+D

Create a culturally safe and inclusive workplace that provides equitable opportunity to participation and success through indigenous and intercultural awareness.

Rights & Responsibilities

Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

Mental Health & Well-being

Promote employee well-being by embedding all aspects of health into work culture.

People Development

Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.
ENGAGED COMMUNITIES

Foster meaningful relationships and strategic partnerships that expand opportunities, community impact, and industry recognition

Reconciliation JEDI+D

Deepen our relationships with local Indigenous communities and equity-deserving groups to cultivate collaboration that recognizes their perspectives and priorities.

Brand

Build a strong college presence through a strategic brand and communications plan that engages new opportunities.

Foundation & Alumni

Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.

Partnerships

Grow external partnerships and associations that increase our community impact and industry recognition.
Next Steps

• Further explorations through community consultations
• Board approval on June 30
• Design & Launch
• Engaging with broader college community
BACKGROUND:

Continuing Studies offers a wide selection of non-credit programming in 8 broad program areas, mostly scheduled in the evenings and on weekends. In 2020, 31% of all CS courses were non-credit, and 69% were credit. Continuing Studies has submitted all new and revised course outlines for courses offered in 2019 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process. All new and revised course outlines are also now in CourseLeaf.

DISCUSSION:

In 2020, 46 new non-credit courses were launched in CS (see Appendix A). The 10% alumni discount on non-credit courses was continued from 2019, still with limited uptake.

New courses launched in the following program areas:

- Health (4)
- Baking and Hospitality (2)
- Technology and Trades (16)
- Human and Family Services (8)
- Business, Leadership, and Legal (1)
- Fashion and Makeup Artistry (7)
- Languages and Writing (3)
- LERN (5)

Highlights and particularly successful courses include:

- LERN/UGotClass courses: 3rd party asynchronous online courses
- Azure courses as part of the Azure Canada Skills partnership
- REAL 1140: BSW Foundations
- OACP 1300: Business Writing Techniques (contract offering for the staff of the Consulate General of the Philippines in Vancouver)

PREPARED BY:
Adrian Lipsett, Dean, Continuing Studies
## Appendix A: New CS non-credit courses (2020)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Number</th>
<th>Title</th>
<th>Launch Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDOG</td>
<td>1003</td>
<td>Introduction to Baking</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>PDOG</td>
<td>1002</td>
<td>Payroll Fundamentals</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>1123</td>
<td>Minimize your Fashion Impact</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>1138</td>
<td>Fashion Wholesaling</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>2185</td>
<td>Build and Launch Your Brand</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>CWRI</td>
<td>1181</td>
<td>Writing to Heal Your Life</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>1155</td>
<td>MOS 2016 Certification Exam</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>900</td>
<td>Microsoft Azure Fundamentals</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>1810</td>
<td>3D Studio Max Level 1</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>HLTH</td>
<td>1315</td>
<td>Distance IV Therapy</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>MDRT</td>
<td>1103</td>
<td>MDRT Correspondence</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>HLTH</td>
<td>1403</td>
<td>IV Therapy and Insertion</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>1125</td>
<td>Solving Fit for Online</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1203</td>
<td>Systems Change</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1101</td>
<td>Mindfulness Stress Reduction</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1100</td>
<td>Let's Talk about Death</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1200</td>
<td>Developing a Culture of Trust</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1301</td>
<td>Work That Reconnects</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1201</td>
<td>Emotional Intelligence</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>REAL</td>
<td>1150</td>
<td>Antiviral Cleaning</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>1155</td>
<td>Microsoft Office Specialist</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1300</td>
<td>Urban Farming Essentials</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>1520</td>
<td>Data Science I with Python</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>1050</td>
<td>Smart Home: An introduction...</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>1700</td>
<td>Software Product Management</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CMPT</td>
<td>2222</td>
<td>GIMP Level 1</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>REAL</td>
<td>1160</td>
<td>Facility Management: an Intro</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>TRLN</td>
<td>1305</td>
<td>Local Economies</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CWRI</td>
<td>1182</td>
<td>Writing the Young Adult Novel</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>LERN</td>
<td>1340</td>
<td>Cash Is King</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>LERN</td>
<td>1530</td>
<td>Introduction to Power BI</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>AZUR</td>
<td>100</td>
<td>Azure Data Scientist</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>AZUR</td>
<td>900</td>
<td>Microsoft Azure Fundamentals</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>AZUR</td>
<td>304</td>
<td>Azure Architect Design</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>AZUR</td>
<td>303</td>
<td>Azure Architect Technologies</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>AZUR</td>
<td>104</td>
<td>Azure Administrator</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>LERN</td>
<td>1540</td>
<td>Intermediate Power BI</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>LERN</td>
<td>1550</td>
<td>Advanced Power BI</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>LERN</td>
<td>1600</td>
<td>Community &amp; Social Change</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>CWRI</td>
<td>1179</td>
<td>The Nuts and Bolts of Fiction</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>1127</td>
<td>Branding Through Ornamentation</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>1129</td>
<td>Product Line Architecture</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>FASH</td>
<td>1133</td>
<td>Introduction to Product Briefs</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>LERN</td>
<td>1410</td>
<td>Communicating with Programmers</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>OACP</td>
<td>1300</td>
<td>Business Writing Techniques</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>HLTH</td>
<td>1404</td>
<td>Medication Course for HCWs</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>
DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: New Program: Optician Diploma

BACKGROUND:
Continuing Studies is proposing a new full-time diploma program in Opticianry. VCC has licensed curriculum from Stenberg College (a private career-training college) and is developing an agreement to use their optician lab space and other campus facilities in Surrey. Stenberg is unable to offer their program to international students, and our program would predominantly focus on international students, though domestic students could also take the program.

According to Work BC, Opticianry is a high opportunity occupation with projected job openings coming from retirements and new job creation. Compared to other occupations, “high opportunity occupations” are expected to experience higher demand and typically offer higher pay. The demand for optical services can be attributed to both provincial population growth and aging. British Columbia’s growing population will require more optical products, such as glasses and contact lenses. In addition, as B.C.’s population ages, a larger portion of the population will need enhanced vision aids such as corrective lenses and bifocal contact lenses.

DISCUSSION:
Rebeccah Bennett, Program Coordinator in Continuing Studies, presented the proposal. There were a number of questions raised about access to services and supports available to students at the Stenberg College campus. Additional details should be provided at the EDCO meeting.

There were several small edits to the course outcomes and assessment plans in the curriculum, as well as:
- Removing the requirement for extenuating circumstances to extend the maximum time of completion to three years.
- Reviewing the assessment plans for the S/U lab courses to clarify assessment requirements and confirm whether the instructor or the host mentor completes the assessments.

Continuing Studies has requested provisional approval to support the launch of this program. Curriculum Committee agreed with this recommendation.

RECOMMENDATION:
THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the new Optician Diploma program, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 21, 2021
Program Change Request

New Program Proposal

Date Submitted: 03/26/21 1:40 pm

Viewing: Optician Diploma

Last edit: 04/21/21 11:51 am
Changes proposed by: rbennett

Program Name: Optician Diploma
Credential Level: Diploma
Effective Date: May 2022
Effective Catalog Edition: 2021-2022
School/Centre: Continuing Studies
Department: Optician Diploma (6255)

Contact(s)

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. Ministry Review
7. Board of Directors

Approval Path
1. 03/26/21 1:41 pm Rebecca Bennett (rbennett): Approved for 6255 Leader
2. 04/06/21 9:20 am Claire Sauve (csauve): Rollback to 6255 Leader for Senior PC
3. 04/07/21 4:18 pm Rebecca Bennett (rbennett): Approved for 6255 Leader
4. 04/08/21 5:47 pm Claire Sauve (csauve): Approved for Senior PC
5. 04/08/21 9:36 pm Adrian Lipsett (alipsett): Approved for CCS Dean

https://curriculum.vcc.ca/courseleaf/approve/
### Program Content Guide

#### Purpose

The Optician Diploma Program provides students with the opportunity to develop the knowledge and skills required for practice within the field of opticianry. Graduates will have the knowledge, skills and attitudes consistent with industry expectations for entry-level practice. Through theory and lab courses and clinical experience, students will gain comprehensive education in all areas of opticianry, including eyeglasses, contact lenses, low vision devices, and automated refraction. Along with learning the science of optics, students will develop professional skills in business management, communication, and customer service. Graduates will be prepared to meet the competency requirements for the national licensing exam as set out by the National Association of Canadian Optician Regulators (NACOR).

#### Admission Requirements

Grade 12 graduation or equivalent

Knowledge of English demonstrated by one of the following:

- English 12 or Communications 12 with a minimum 'C-' grade or equivalent, or
- Academic IELTS 6.0 (no band lower than 6.0), or
- TOEFL iBT 80

Math 11 with a minimum 'C-' grade or equivalent

Upon Acceptance

Criminal Record Check (CRC)

In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record Check.

Prior to first practice experience, students may be required to complete site specific orientation
Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

This full-time program is four (4) academic terms and must be completed within three (3) years from the date the student began studies in the first term of the program.

Program Learning Outcomes

Graduates of this diploma will have acquired the knowledge and abilities to:
Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide the best care for patients.
Practice within relevant legislation, Standards of Practice & Guidelines, and Code of Ethics set out by the College of Opticians of BC.
Build and maintain collaborative relationships with patients, colleagues, and industry professionals.
Provide ethical and transparent patient-centred care and service that recognizes and respects the diverse needs of each individual.
Apply essential knowledge of optics, ocular anatomy, physiology, and pathology to make informed decisions about opticianry practice.
Demonstrate safe and competent practice in all aspects of dispensing eyeglasses, contact lenses, and low-vision devices.
Provide patient-centred care and education throughout the dispensing process from initial assessment to follow-up care.
Integrate acquired knowledge and skills to recommend and sell products based on patient's lifestyle requirements.
Apply professional business management skills to opticianry practice.
Accurately perform vision assessments using an automated refraction system.
Recognize the need to engage in continuous learning to maintain and enhance ability to better serve patients.
Instructional Strategies, Design, and Delivery Mode

The Optician program is designed to provide students with practical and experiential learning with a focus on active student participation and hands-on practice.

Theory courses are delivered through lecture, small group discussion, case studies, demonstrations, guest speakers, student presentations and individual/group assignments. Students apply the theory in the lab courses, consolidated practice experiences and final preceptorship.

The lab components of the program provides the student with the opportunity to integrate practice and theory in a fully functioning Opticianry lab, where students gain hands-on skills in a real-world setting. Lab instructional strategies include videos, demonstration, clinical simulation, and hands-on practice.

Terms two and three are supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each term.

Term four includes a final preceptorship which prepares the student for the role and expectations of the graduate.

In addition to the diploma, students will also receive industry-relevant certifications: Standard First Aid & Basic Life Support, Body Mechanics & Back Safety, WHMIS, and Managing Hostile Interactions.

Evaluation of Student Learning

Evaluation of theoretical learning will be include presentations, case studies, assignments, self-reflective evaluations, and quizzes and exams.

Evaluation of practical skills in the lab courses will be based on practice education assessments, clinical skills checklists and practical exams.

Students must receive a minimum 68% in all courses and a satisfactory (S) grade in the Consolidated Practice Experiences and Preceptorship in order to graduate.

Eligibility to enter the Consolidated Practice Experience at the end of terms two and three is dependent upon the successful completion of all of the other courses within each term. Eligibility to enter the final preceptorship at the end of term four is dependent upon the successful completion of all courses in terms one, two, three and four.

Students must successfully complete all courses in one term before enrolling in the next term. If a student fails a course, there is an opportunity to write a supplemental exam one time for a passing grade of 68%. Students have the opportunity to rewrite three final exams over the duration of the program.

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Program Coordinator's approval is granted.

Students must meet 80% attendance in order to pass all courses.
Recommended Characteristics of Students

Ability to listen empathetically and communicate effectively with a diverse patient population
Good computer skills including correct typing technique and experience with the Internet, Windows, and Microsoft Office
A sincere interest in working with patients in a sales environment
Ability to act respectfully, decisively, and professionally with patients and colleagues
Good organization skills with an attention to detail
Good eyesight (corrected vision is accepted), with excellent hand-eye coordination and manual dexterity
Creativity and mathematical aptitude are assets

Courses

Plan of Study Grid

First Year

Term One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTC 1100</td>
<td>Customer Service &amp; Professional Communications</td>
<td>11.5</td>
</tr>
<tr>
<td>OPTC 1110</td>
<td>Anatomy &amp; Physiology of the Eye</td>
<td>4</td>
</tr>
<tr>
<td>OPTC 1120</td>
<td>Professional Practice &amp; Office Procedures</td>
<td>1.5</td>
</tr>
<tr>
<td>OPTC 1130</td>
<td>Foundations of Optics</td>
<td>4</td>
</tr>
<tr>
<td>OPTC 1140</td>
<td>Eyeglasses Theory</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
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</tbody>
</table>

Term Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTC 1210</td>
<td>Eyeglasses Lab</td>
<td>5.5</td>
</tr>
<tr>
<td>OPTC 1220</td>
<td>Eyeglasses Fabrication &amp; Design</td>
<td>2.5</td>
</tr>
<tr>
<td>OPTC 1230</td>
<td>Customer Service &amp; Professional Communications</td>
<td>21.5</td>
</tr>
<tr>
<td>OPTC 1240</td>
<td>Low Vision Conditions &amp; Devices</td>
<td>2</td>
</tr>
<tr>
<td>OPTC 1250</td>
<td>Consolidated Practice Experience: Eyeglasses</td>
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<td>Credits</td>
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Second Year

Term Three

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OPTC 2310</td>
<td>Sales &amp; Marketing Skills for the Entrepreneur</td>
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</tr>
<tr>
<td>OPTC 2320</td>
<td>Contact Lens Theory</td>
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<tr>
<td>OPTC 2340</td>
<td>Contact Lens Lab</td>
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</tr>
<tr>
<td>OPTC 2350</td>
<td>Consolidated Practice Experience: Contact Lenses</td>
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<td>Credits</td>
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Term Four

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</thead>
<tbody>
<tr>
<td>OPTC 2420</td>
<td>Business Management for the Entrepreneur</td>
<td>2.5</td>
</tr>
<tr>
<td>OPTC 2430</td>
<td>Refractive Conditions &amp; Automated Refraction</td>
<td>2</td>
</tr>
<tr>
<td>OPTC 2450</td>
<td>Preceptorship</td>
<td>5.5</td>
</tr>
<tr>
<td>OPTC 2440</td>
<td>Program Review and License Exam Prep</td>
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</table>

https://curriculum.vcc.ca/courseleaf/approve/
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters. The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
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<tr>
<td>A+</td>
<td>90-100</td>
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<td>4.33</td>
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<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<td>3.67</td>
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<td>B+</td>
<td>76-79</td>
<td>Minimum pass</td>
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<td>B</td>
<td>72-75</td>
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<td>3.00</td>
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<td>B-</td>
<td>68-71</td>
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<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
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<td>0.00</td>
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<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>
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<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
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<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
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<tr>
<td>IP</td>
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<td>Course in Progress</td>
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<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
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<tr>
<td>Course Standings</td>
<td>Audit. No Credits</td>
<td>N/A</td>
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</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit Granted</td>
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</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

The Optician Diploma program is intended to meet the educational need for increased Health Sciences programming in B.C. as an increasing number of students (both international and domestic) are seeking careers related to emerging occupations in healthcare - including the need for more Opticians in the province. This need is compounded by a limited number of appropriate programming opportunities available to prospective students.

According to Work BC, Opticianry is a high opportunity occupation with projected job openings coming from retirements and new job creation. Compared to other occupations, High Opportunity Occupations are expected to experience higher demand and typically offer higher pay. The demand for optical services can be attributed to both provincial population growth and aging. British Columbia’s growing population will require more optical products, such as glasses and contact lenses. In addition, as B.C.’s population ages, a larger portion of the population will need enhanced vision aids such as corrective lenses and bifocal contact lenses.

Furthermore, with the large number of people using computers in their jobs, demand has significantly increased for special "task-specific" lenses, which help reduce eye fatigue. When combined with a trending interest in eyewear as a fashion accessory, the eyewear market is poised for an increased number of accredited opticians to assist with a range of optical products.

Stenberg College (a private career-training college) in Surrey is the institution from which we are prepared to license the curriculum. While their college will continue to offer this program to domestic students, they are unable (due to provincial legislation) to attract cohorts of international students. As our predominant marketing focus will be international students, this provides a sufficient distinction for our program offering.

Are there any expected costs to this proposal.

No

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Education</td>
<td>Initial consultations regarding VCC/Stenberg licensing agreement began with Jennifer Gossen &amp; Stenberg in November 2020. Multiple consultations with Alison Rudko and Jennifer Gossen regarding admission requirements, program length in regards to Immigration, Refugees and Citizenship Canada (IRCC) regulations, international student support etc. February, March &amp; April 2021 Consultations have continued until present time, and will continue until the program begins and beyond.</td>
</tr>
<tr>
<td>Affiliation, Articulation, and/or Accreditation Bodies</td>
<td>Met with Jodi Dodds, Executive Director National Alliance of Canadian Optician Regulators (NACOR) to get an overview of the accreditation process March 2021 Met with Milena Cotinghi, Program Manager EQual Accreditation Canada to further discuss the accreditation process April 2021 Met with Adrian Lipsett, Claire Sauve, Jo-Ellen Zakoor, Dean of School of Health Sciences, and Pervin Fahim, Operations Manager School of Health Sciences to discuss institution-wide considerations for accreditation April 2021</td>
</tr>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>Met with Julie Gilbert, CLTR Instructional Associate for support in Optician curriculum documentation (PCG &amp; course outlines) Met on several occasion regarding quality assurance in curriculum documents and program design February, March &amp; April 2021</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Reached out to Karima Samnani, CS Associate Registrar, Bonnie Chan, Associate Registrar Admissions, and Alison Rudko, Associate Registrar Intl Education to provide program information. Discussion followed about the integration between CourseLeaf, Banner and Destiny One. February 2021</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Program Assistant has been kept up to date during the strategic planning phases of the curriculum development and proposed start dates. Will continue to provide updates and support to the program assistant as we work through the curriculum process until the program start date, and beyond. November 2020 - present.</td>
</tr>
<tr>
<td>Student Services</td>
<td>International Education will provide an orientation for all new IE Optician students and provide information about the VCC resources and student services available to them. Additional support related to immigration-related issues will be managed by the International team. CS Program Coordinator will also provide information to students prior the start of the program about the VCC student services available and how to access them. How to support offsite students will be discussed and included throughout the planning process. Program Coordinator will check in regularly with offsite Optician students and instructors regarding student services/supports. February 2021</td>
</tr>
<tr>
<td>Indigenous Education &amp; Community Engagement (IECE)</td>
<td>Met with Clay Little, Associate Director IECE to provide program information and discuss recruitment/support for Indigenous domestic students. February/March 2021</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Disabilities Services</td>
<td>Reached out to Brianna Higgins, Disability Services Department Head in regards to the role that DS plays in supporting International students, with a particular focus on the accommodation timeline and process. March 2021</td>
</tr>
<tr>
<td></td>
<td>Follow up Zoom meeting with Brianna Higgins, Ron Kee and Ali Oliver</td>
</tr>
<tr>
<td></td>
<td>April 2021</td>
</tr>
<tr>
<td>Finance</td>
<td>Adrian Lipsett, Dean of CS, and Erin Lenz, CS Operation's Manager worked on the costing model in preparation to bring to Finance. November 2020 - March 2021</td>
</tr>
<tr>
<td></td>
<td>Andre Duinkerke (Associate Director Financial Services) approved initial costing. January-March 2021</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>Reached out to CS &amp; VCC Marketing team to provide information on this new program. Sarah Murray, CS Marketing Liaison will add the Optician program to the Marketing team meetings once approved. The plan for domestic marketing is to promote the program in the Continuing Studies Catalogue, on the VCC website, within our digital and print ad campaigns, through information sessions, at education fairs/events, and via our in-country representatives. International Education will work with global agents and partners who will support marketing and recruiting efforts. Once the curriculum has moved through governance, Angela Liang, Manager of Marketing and Recruitment will build online content and draft promotional materials for the IE website. February 2021</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Reached out to Emily Simpson, Learning Centre Coordinator to discuss support for math &amp; computer skills, and further support for students re: study skills, exam writing, time management, academic writing and resume writing. Discussion ensued regarding student support for offsite students. This will be further discussed throughout the planning process. IE will provide an orientation for all new students where they will learn about all resources available at the Learning Centre. February 2021 Reached out again to discuss resume writing skills/interview skills support Follow up Zoom meeting - April 2021</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>International Education will manage advising and recruitment for international students, and domestic students will be recruited through the regular channels in CS and VCC recruitment. Reached out to Wendy LaFrance, Supervisor Academic Advising &amp; Assessment Services to discuss advising services for domestic students. Program Coordinator will provide the Advising team with the necessary information well before the program launch date to ensure they are prepared to advise domestic students. Program coordinator will work with Sarah Murray, Continuing Studies Marketing Liaison, and IE for recruitment through to the program start date and beyond. February 2021</td>
</tr>
<tr>
<td>Counselling</td>
<td>Reached out to Nona Coles, Counselling Services Department Head for discussion on how to best support offsite students. March 2021</td>
</tr>
</tbody>
</table>
Consulted Area | Consultation Comments
---|---
Financial Aid | Reached out to Murray MacGregor, Financial Aid Supervisor regarding scholarships and bursaries for International students. March 2021

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

**Marketing Information**

*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

*These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.*

This program is for: International

Marketing Description

What you will learn

What to expect

Reviewer

Comments

**Claire Sauve (csauve) (04/06/21 9:20 am):** Rollback: Minor edits required
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:07 pm

Viewing: OPTC 1100: Customer Service 1

Last edit: 04/07/21 4:07 pm
Changes proposed by: rbennett

Programs referencing this course
157: Optician Diploma

Programs referencing this course

Course Name:
Customer Service & Professional Communications 1

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebeccah Bennett</td>
<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>ext. 8674</td>
</tr>
</tbody>
</table>

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:19 pm
   Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 4:23 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:36 pm
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am
   Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair
Banner Course: Customer Service 1
Name:

Subject Code: OPTC - Optician Diploma
Course Number: 1100
Year of Study: 1st Year Post-secondary
Credits: 1.5

Course Description:
In this foundational course, students learn practical skills to promote effective communication with patients and colleagues. Concepts in the relationship between sales and communication in the optical industry are explored, and students are encouraged to become more aware of the impact of their own communication choices and patterns. Students develop and practice communication techniques that demonstrate personal awareness, respect, and active listening skills. Communication theory, therapeutic communication, cross-cultural communication, and effective teamwork are all covered. Students receive a comprehensive introduction to the professional sales and communication cycle in the eyecare profession.

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Explain the basic sales cycle in the optical industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Explain how customer service and sales complement each other</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use a wide range of verbal and non-verbal communication strategies</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Examine strategies to improve one's communication skills</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Communicate in a manner that is respectful to the individual needs and beliefs of the patient</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Deliver information in an open, honest, respectful and thoughtful manner</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Explain the importance of responsibility and accountability in effective teamwork</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Demonstrate effective teamwork and decision making skills</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Use an appropriate mix of questions to obtain information from a patient</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: B- (68%)

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>Group Assignment - Case Scenarios group presentation, individual written response and written reflective component</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Review Questions</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Teamwork Assignment - individual written response</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online  
20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional optician role and responsibilities</td>
</tr>
<tr>
<td>Basic sales cycle</td>
</tr>
<tr>
<td>Service culture</td>
</tr>
<tr>
<td>Customer service organizational policies</td>
</tr>
<tr>
<td>Professionalism in the retail environment</td>
</tr>
<tr>
<td>Identifying patient needs</td>
</tr>
<tr>
<td>Verbal and non-verbal communication styles</td>
</tr>
<tr>
<td>Patient-centered language</td>
</tr>
<tr>
<td>Interpersonal communication skills</td>
</tr>
<tr>
<td>Conflict resolution</td>
</tr>
<tr>
<td>Intercultural communication</td>
</tr>
<tr>
<td>Building rapport</td>
</tr>
<tr>
<td>Effective listening</td>
</tr>
<tr>
<td>Providing and receiving feedback</td>
</tr>
<tr>
<td>Importance of listening to a patient</td>
</tr>
<tr>
<td>Information gathering techniques</td>
</tr>
<tr>
<td>Effective communication using technology</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:07 pm

Viewing: **OPTC 1110 : Eye Anatomy & Physiology**

Last edit: 04/20/21 12:55 pm

Changes proposed by: rbennett

<table>
<thead>
<tr>
<th>Programs referring to this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>157: Optician Diploma</td>
</tr>
</tbody>
</table>

Course Name: Anatomy & Physiology of the Eye

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Approval Path

1. 04/07/21 4:19 pm
   Rebeccah Bennett (rbennett): Approved for 6255 Leader

2. 04/08/21 4:35 pm
   Claire Sauve (csauve): Approved for Senior PC

3. 04/08/21 9:36 pm
   Adrian Lipsett (alipsett): Approved for CCS Dean

4. 05/04/21 8:26 am
   Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

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<td>ext.8674</td>
</tr>
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</table>

In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner
Course Description:

In this course students will learn the concepts of ocular anatomy, pathology, physiology, medical terminology and pharmacology as it pertains to the eye. This course provides an overview of the structure and function of each component of the visual system and the external anatomical structures. Students will learn the photochemistry of vision and visual systems.

Course Pre-Requisites (if applicable):

OPTC 1100 Customer Service & Professional Communications

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the location and function of each part of the eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify the external anatomical structures surrounding the eye</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe the photochemistry of vision</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Discuss the visual pathway</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Define common ophthalmic medical terminology and how it is constructed</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe the signs and symptoms of common ocular conditions</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Discuss the use of prescribed and/or non-prescribed common ophthalmic drugs</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #8</th>
<th>Discuss the role of laser surgery in the treatment of eye conditions and correction of vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #9</td>
<td>Recognize the current landscape of infectious diseases and required preventative measures for public safety</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, and assignments.

Evaluation and Grading
Grading System: Letter Grade (A-F)
Passing grade: B- (68%)

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>15</td>
<td>Anatomy and Physiology Worksheets</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Successful Workbook Completion</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Anatomy &amp; Physiology Quiz</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Medical Terminology Quiz</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Comprehensive Final Exam</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type
Lecture, Seminar, Online
60
Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum
Self Paced / Individual Learning

https://curriculum.vcc.ca/courseleaf/approve/
### Course Topics:

<table>
<thead>
<tr>
<th>Anatomy of the eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures and functions of the eye</td>
</tr>
<tr>
<td>Physiology of the eye</td>
</tr>
<tr>
<td>Photochemistry of vision</td>
</tr>
<tr>
<td>Visual pathway</td>
</tr>
<tr>
<td>Medical terminology</td>
</tr>
<tr>
<td>Retinal disorders</td>
</tr>
<tr>
<td>Glaucoma</td>
</tr>
<tr>
<td>Ocular conditions</td>
</tr>
<tr>
<td>Pediatric conditions</td>
</tr>
<tr>
<td>Disruptions in vision</td>
</tr>
<tr>
<td>Laser theory and surgery</td>
</tr>
<tr>
<td>Interpreting prescriptions</td>
</tr>
<tr>
<td>Pharmacology</td>
</tr>
<tr>
<td>Medication</td>
</tr>
<tr>
<td>Infectious diseases and prevention</td>
</tr>
<tr>
<td>Infection prevention and control measures</td>
</tr>
<tr>
<td>Aseptic techniques</td>
</tr>
<tr>
<td>Workplace safety</td>
</tr>
</tbody>
</table>

**Learning Resources (textbooks, lab/shop manuals, equipment, etc.):**

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

### 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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

### Additional Information

https://curriculum.vcc.ca/courseleaf/approve/
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:12 pm

Viewing: **OPTC 1120: Professional Practice**

Last edit: 04/29/21 2:51 pm

Changes proposed by: rbenne

Programs referencing this course

157: Optician Diploma

---

Course Name:  
Professional Practice & Office Procedures

Effective Date:  
May 2022

School/Centre:  
Continuing Studies

Is this a non-credit course?  
No

Department:  
Optician Diploma (6255)

Contact(s)

<table>
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In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/07/21 4:20 pm  
Rebecca Benne (rbenne): Approved for 6255 Leader

2. 04/08/21 4:36 pm  
Claire Sauve (csauve): Approved for Senior PC

3. 04/08/21 9:36 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean

4. 05/04/21 8:26 am  
Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair
Banner Course: Professional Practice
Name: 

Subject Code: OPTC - Optician Diploma
Course Number: 1120
Year of Study: 1st Year Post-secondary
Credits: 1.5

Course Description:
This course introduces students to the regulations and legislation that inform the opticianry practice in British Columbia. Students will be provided with an in depth look at the Health Professional Act, Code of Ethics, and the Standards of Practice set out by the College of Opticians of BC (COBC). Students learn how to use analytical and critical thinking skills in dealing with ethics and professional practice.

Course Pre-Requisites (if applicable):

OPTC 1100 Customer Service & Professional Communications 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

| CLO #1 | Distinguish between the roles and responsibilities of eye care professionals |
| CLO #2 | Adhere to privacy and confidentiality legislation, regulatory requirements and employer policies |
| CLO #3 | Describe the legal, ethical and professional responsibilities of opticians |
| CLO #4 | Integrate the Code of Ethics into professional practice as a basis for all decisions and actions |
| CLO #5 | Explain the importance of self regulation in relation to the standards of professional practice |
| CLO #6 | Evaluate the limitations of the dispensing optician role and when to seek guidance from or refer to another eye care team member |
| CLO #7 | Apply critical thinking skills and ethical principles to manage complex situations |
Upon successful completion of this course, students will be able to:

CLO #8  Serve as a patient advocate with other members of the eye care team
CLO #9  Explain the process of obtaining informed consent
CLO #10 Prepare and maintain documents and records in accordance with provincial legislation, standards and guidelines

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

Evaluation and Grading

Grading System: Letter Grade (A-F)  Passing grade:
B- (68%)

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Worksheets</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Successful Workbook Completion</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Ethical Case Study - group assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>Quiz</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the optician industry</td>
</tr>
<tr>
<td>Opticians, optometrists and ophthalmologists</td>
</tr>
<tr>
<td>Limitations of the optician</td>
</tr>
<tr>
<td>Self-regulation</td>
</tr>
<tr>
<td>Professional limits and boundaries</td>
</tr>
<tr>
<td>Legislation, policies and regulations</td>
</tr>
<tr>
<td>Regulatory Bodies</td>
</tr>
<tr>
<td>College of Optician British Columbia (COBC)</td>
</tr>
<tr>
<td>National Alliance of Canadian Optician Regulators (NACOR)</td>
</tr>
<tr>
<td>Health Professional Act</td>
</tr>
<tr>
<td>Code of Ethics</td>
</tr>
<tr>
<td>Standards of Practice</td>
</tr>
<tr>
<td>Confidentiality</td>
</tr>
<tr>
<td>Patient records</td>
</tr>
<tr>
<td>Client advocacy and health promotion</td>
</tr>
<tr>
<td>Problem solving and critical thinking</td>
</tr>
<tr>
<td>Decision-making skills</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

https://curriculum.vcc.ca/courseleaf/approve/
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:08 pm

Viewing: OPTC 1130: Foundations of Optics

Last edit: 04/20/21 2:47 pm
Changes proposed by: rbennett

Programs referencing this course

157: Optician Diploma

Course Name:
Foundations of Optics

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:20 pm Rebeccah Bennet (rbennett): Approved for 6255 Leader
2. 04/08/21 5:00 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebeccah Bennett</td>
<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>ext.8674</td>
</tr>
</tbody>
</table>
Course Description:
Building on the knowledge gained in OPTC 1110 Anatomy & Physiology of the Eye, this course provides a detailed overview of the basic principles of light, plane and curved surfaces of mirrors and lenses. Students review mathematical principles related to algebra, geometry, and trigonometry, and practice mathematical calculations needed for opticianry practice. The photochemistry of vision is studied along with the concept of visual fields. Students are introduced to monocular and binocular vision and compare the effects of each on depth perception and visual acuity.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe prisms, concave and convex, and the application of each for eyeglass prescriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Analyze data using mathematical calculations to contribute to the design of ophthalmic appliances</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Explain magnifications using calculations with thin lens correction</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Problem solve high power or specialty forms</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Solve problems of geometric optics related to the fitting of ophthalmic eyewear</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe the photochemistry of vision and identify possible disruptions</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:

<table>
<thead>
<tr>
<th>CLO #7</th>
<th>Describe visual fields and the effect of eyeglasses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #8</td>
<td>Discuss monocular and binocular vision and the effects for eyeglass wearers</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Describe ocular motility and alignment</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Explain principles of refraction and refractive errors</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: B- (68%)

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>20</td>
<td>Optical Worksheets</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Weekly Quizzes</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Successful Workbook Completion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Comprehensive Final Exam</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online  
60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning
Course Topics

Course Topics:

- Review: anatomy of the eye
- Mathematical principles
- Mathematical calculations
- Analyzing data to design ophthalmic appliances
- Ophthalmic theories
- Physical, geometric and physiologic optics
- Photochemistry of vision (polarization, colour vision, UV light)
- Visual fields
- Binocular and monocular function
- Ocular motility
- Depth perception
- Visual acuity
- Principles of refractions
- Polarization
- Ametropia
- Refractive errors
- Schematic of the eye

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal
Optician Diploma

Additional Information
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:08 pm

Viewing: OPTC 1140 : Eyeglasses Theory

Last edit: 04/20/21 2:48 pm

Changes proposed by: rbennett

Programs referencing this course

157: Optician Diploma

Course Name:
Eyeglasses Theory

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<td>ext. 8674</td>
</tr>
</tbody>
</table>

Approval Path

1. 04/07/21 4:23 pm
Rebeccah Bennett (rbennett): Approved for 6255 Leader

2. 04/08/21 5:20 pm
Claire Sauve (csauve): Approved for Senior PC

3. 04/08/21 9:37 pm
Adrian Lipsett (alipsett): Approved for CCS Dean

4. 05/04/21 8:26 am
Darija Rabdzija (drabdzija): Approved for Curriculum Committee Chair
Course Description:
In this extensive course, students investigate all aspects of eyeglass production and delivery to the client. This course provides a comprehensive overview of lens theory, interpretation of prescriptions, types of materials and an introduction to the instruments of the trade. Students learn the variety of lens and frame selections along with the manufacturing process. Conducting patient assessments and documentation is explored along with methods of patient teaching. Finally, students learn how to evaluate eyeglasses and how to provide follow up care to patients.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Discuss relevant and current knowledge of physiology, lens theory, and solutions to the fabrication of ophthalmic appliances</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Obtain relevant patient optical and health history</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Recommend appropriate ophthalmic appliances, taking into consideration visual, vocational, and avocational needs</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Identify ophthalmic instruments used to perform measurements and assessments for eyeglasses fitting</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Identify best lens options for patients based on prescription and frame choice, including specialized frames</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Compare and contrast lens designs, materials and manufacturing methods</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Calculate and determine direction of induced and unwanted prism</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Explain the steps of verification and neutralization</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Explain the process of evaluating completed eyeglass products</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Discuss appropriate teaching methods to promote optimal ocular health</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Discuss follow up care for patients with eyeglasses</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments

**Evaluation and Grading**

Grading System: Letter Grade (A-F)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Worksheets</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>Weekly Quizzes</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Comprehensive Patient Profile and Analysis</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Successful Workbook Completion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
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<tr>
<td>Participation</td>
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</tr>
</tbody>
</table>
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing recommendations (lens and frames design, prescriptions, multifocal and single vision)</td>
</tr>
<tr>
<td>Safety eyewear</td>
</tr>
<tr>
<td>Manufacturing processes</td>
</tr>
<tr>
<td>Interpreting prescriptions</td>
</tr>
<tr>
<td>Ophthalmic instruments</td>
</tr>
<tr>
<td>Systemic disease and ocular impact</td>
</tr>
<tr>
<td>Aniseikonia</td>
</tr>
<tr>
<td>Strabismus</td>
</tr>
<tr>
<td>Calculations and prisms</td>
</tr>
<tr>
<td>Progressives, bifocals and multifocals</td>
</tr>
<tr>
<td>Anisometropia</td>
</tr>
<tr>
<td>Patient measurements (pupillary distance measurements, fitting frame to patient)</td>
</tr>
<tr>
<td>Standard alignment</td>
</tr>
<tr>
<td>Adjusting frames</td>
</tr>
<tr>
<td>Lens edging, mounting and spotting</td>
</tr>
<tr>
<td>Repairs</td>
</tr>
<tr>
<td>Neutralizing lenses</td>
</tr>
<tr>
<td>Ordering and verification of lenses</td>
</tr>
<tr>
<td>Evaluating completed eyeglasses</td>
</tr>
<tr>
<td>ANSI standards (American National Standards Institute)</td>
</tr>
<tr>
<td>Conducting patient assessments</td>
</tr>
<tr>
<td>Record keeping</td>
</tr>
<tr>
<td>Follow up care</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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 Change Request

New Course Proposal

Date Submitted: 04/07/21 4:09 pm

Viewing: **OPTC 1210 : Eyeglasses Lab**

Last edit: 04/20/21 12:56 pm

Changes proposed by: rbennett

Programs referencing this course

**157: Optician Diploma**

Course Name:
Eyeglasses Lab

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
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<tr>
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<td>ext. 8674</td>
</tr>
</tbody>
</table>

In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/07/21 4:23 pm
   Rebecca Benne (rbenne):
   Approved for 6255 Leader
2. 04/08/21 5:22 pm
   Claire Sauve (csauve):
   Approved for Senior PC
3. 04/08/21 9:37 pm
   Adrian Lipsett (alipsett):
   Approved for CCS Dean
4. 05/04/21 8:26 am
   Darija Rabdzija (drabdzija):
   Approved for Curriculum Committee Chair
Banner Course: Eyeglasses Lab
Name:

Subject Code: OPTC - Optician Diploma
Course Number: 1210
Year of Study: 1st Year Post-secondary
Credits: 5.5

Course Description:
During this lab based course, students have the opportunity to turn their theoretical knowledge into real world practice as they apply their learning in the eyeglasses lab. This lab practice allows students to become familiar with the instruments, equipment, and tools required for the process of eyeglass dispensing. This hands-on course will teach students how to take ocular measurements, manage infection control and aseptic techniques, as well as safe operating procedures, lens and frames specifications, and validation. Effective customer services skills through professional communications are practiced as students conduct assessments, provide patient teaching, and document appropriately. This course builds on content in OPTC 1140 Eyeglasses Theory.

Course Pre-Requisites (if applicable):
OPTC 1140 Eyeglasses Theory

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>CLO #1</td>
<td>Engage the patient in the informed consent process</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Conduct and document a complete patient assessment</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Demonstrate proper infection control and prevention procedures and aseptic techniques related to the eyeglasses lab environment</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform the correct steps in lensometry</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:

<table>
<thead>
<tr>
<th>CLO #5</th>
<th>Demonstrate competency in safely operating equipment and tools appropriate to practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Demonstrate the ability to use and interpret the results found using optical tools</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Perform the correct steps in fitting eyeglasses, including patient and frame measurements</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Demonstrate how to edge and mount eyewear accurately using the proper equipment and safety guidelines</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Adjust eyewear to standard alignment and to the patient</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Recommend eyewear that best suit the patient's needs based on patient history and current assessment</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Communicate the advantages and limitations of the product to the patient in a meaningful and clear manner</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Dispense complete eyewear while demonstrating safe, competent and ethical patient care</td>
</tr>
<tr>
<td>CLO #13</td>
<td>Implement an individualized teaching plan in order to promote, maintain, and restore ocular health</td>
</tr>
</tbody>
</table>

Instructional Strategies:
This course is delivered on campus in the Optician lab under the guidance of a lab instructor. Lab activities include hands-on practice, demonstrations, real-life scenarios, simulations, or troubleshooting in addition to lab assessments and evaluations.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory  Passing grade: S

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>S/U</td>
<td>Skills Assessments - S based on demonstrated competency based on rubric</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td>S/U</td>
<td>Eyeglasses Procedural Exam - S based on demonstrated competency in all aspects of eyeglasses</td>
</tr>
<tr>
<td>Participation</td>
<td>S/U</td>
<td>S based on 80% attendance and rubric</td>
</tr>
<tr>
<td>Type</td>
<td>Percentage</td>
<td>Brief description of assessment activity</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Students must achieve a satisfactory grade on all evaluations in order to be successful in the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

138

Practicum

Self Paced / Individual Learning

**Course Topics**

**Course Topics:**
Course Topics:

Professional practice and communication
Patient assessments
Recording information
Lensometry (zero point, lensometer parts, sphere and cylinder lines, verifying and neutralizing eyeglasses, verifying and neutralizing uncut lens, and preparing lenses for edging using ANSI standards)
Instruments, equipment and tools related to eyeglass dispensing
Safe operating procedures of equipment
Infectious diseases and prevention
Infection prevention and control measures
Aseptic techniques
Workplace safety
Patient measurements
Frame measurement
Edging and mounting eyewear
Adjustments and repairs (Restraining nylor frames, bench tools)
Eyeglass products
Preparing recommendations
Dispensing complete eyewear
Patient teaching
Follow-up care

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: OPTC 1220: Eyeglasses Fabrication/Design

Course Name: Eyeglasses Fabrication & Design
Effective Date: May 2022
School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
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<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
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</tbody>
</table>

Programs referencing this course

157: Optician Diploma

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:32 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:23 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
During this course, students learn how lenses are tinted, spotted, surfaced, edged and mounted into eyeglasses. Students learn the calculations for determining the lens size required to ensure proper fitting into eyewear. Students gain an understanding of the process of rejecting and accepting lenses based on the American National Standards Institute (ANSI) standards.

Course Pre-Requisites (if applicable):
OPTC 1210 Eyeglasses Lab

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>CLO #1</td>
<td>Explain different tints and its uses</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Explain the importance of manufacturing specifications</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify potential lens issues and corrections during the tinting process</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe hand edging techniques, the edging process, and different types of edging wheels</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply appropriate calculations for determining lens size and proper fit for frames</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Identify frame materials and consider material properties for basic repairs</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Explain the process of grooving and mounting finished lenses into different frame materials</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:

<table>
<thead>
<tr>
<th>CLO #8</th>
<th>Describe how to evaluate lenses for safety and sport eyewear requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #9</td>
<td>Translate and use ANSI standards to ensure eyewear meets tolerances</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)
Passing grade: B- (68%)

Evaluation Plan:

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<tr>
<td>Participation</td>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Course Topics:

Tinting styles, effects, UV protection
Tinting process
Calculations related to lens centering and size
Spotting and Lensometry
Lens edging techniques
Lens edging process
Lens chucking
Bevels
Hand edging
Polishing
Spotting and lensometry
Grooving and mounting lenses
Manufacturing specifications
Mounting lenses into different frame materials
Types of frames
Standard alignment
Safety and sports eyewear
Impact resistance lenses
ANSI standard chart
Rejecting and accepting lenses

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal
Optician Diploma
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: OPTC 1230 : Customer Service 2

Last edit: 04/20/21 2:49 pm

Changes proposed by: rbennett

Programs referencing this course:

157: Optician Diploma

Course Name: Customer Service & Professional Communications 2

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?: No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebeccah Bennett</td>
<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>ext.8674</td>
</tr>
</tbody>
</table>

In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/07/21 4:32 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:25 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadjija (drabadjija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Customer Service 2

Name:

Subject Code: OPTC - Optician Diploma

Course Number: 1230

Year of Study: 1st Year Post-secondary

Credits: 1.5

Course Description:
Building on OPTC 1100 Customer Service and Professional Communications 1, students continue to learn about professional customer service and communication. This course provides students with the opportunity to learn how to be an advocate for patients from diverse backgrounds and to demonstrate cultural competence. This course teaches students about dealing with service breakdown, different behaviour styles, and the importance of effective communication in the service industry. This course also builds on knowledge gained in OPTC 1120 Professional Practice & Office Procedures.

Course Pre-Requisites (if applicable):

OPTC 1100 Customer Service & Professional Communications 1
OPTC 1120 Professional Practice & Office Procedures

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Demonstrate compassionate and culturally competent communication and patient service</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Discuss communication strategies to use with patients demonstrating sensory, language, and/or cognitive changes</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply effective problem-solving models for diffusing complex situations</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Explain the role of behavioural styles within the customer service environment</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply appropriate information gathering techniques to better serve patients</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:

<table>
<thead>
<tr>
<th>CLO #6</th>
<th>Identify strategies that can be used to help patients feel valued and develop loyalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #7</td>
<td>Describe how to clearly communicate the advantages and limitations of eyewear products to patients</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Implement an individualized teaching plan in order to promote, maintain, and restore ocular health</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Describe strategies for effective communication using the telephone, email, internet, and social media</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  Passing grade:
B- (68%)

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>Review Questions</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Case Study - individual written analysis and reflection</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Mini Class Presentation - group customer service role play and written reflection</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online
20

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse patient population</td>
</tr>
<tr>
<td>Cultural competence</td>
</tr>
<tr>
<td>Patient advocacy and support</td>
</tr>
<tr>
<td>Behaviour styles</td>
</tr>
<tr>
<td>Conflict management</td>
</tr>
<tr>
<td>Problem solving models</td>
</tr>
<tr>
<td>Managing complex situations</td>
</tr>
<tr>
<td>Effective listening</td>
</tr>
<tr>
<td>Information gathering techniques</td>
</tr>
<tr>
<td>Communicating with older adults</td>
</tr>
<tr>
<td>Patient learning styles</td>
</tr>
<tr>
<td>Patient education</td>
</tr>
<tr>
<td>Transparency in product recommendation</td>
</tr>
<tr>
<td>Technology and effective communication</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: OPTC 1240: Low Vision Conditions/Devices

Last edit: 04/21/21 12:26 pm
Changes proposed by: rbennett

Programs referencing this course
157: Optician Diploma

Course Name:
Low Vision Conditions & Devices

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
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In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:32 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:25 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabdzija (drabdzija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
This course provides a comprehensive overview of age-related and specific diseases that cause low vision. Students learn the skills and techniques required to assess and support patients, read low vision prescriptions, and explore current products available to patients.

Course Pre-Requisites (if applicable):
- OPTC 1110 Anatomy & Physiology of the Eye
- OPTC 1130 Foundations of Optics

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Explain what low vision is and the effects on patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe effects of age related and special diseases that contribute to vision loss</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Recognize signs and symptoms specific to reduced functional vision</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Assess a patient’s visual goals and functions through a visual history and assessment</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Engage patients in the decision making process to help them make informed choices to meet their goals</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Evaluate functional limitations of visual impairment to advise about suitable devices</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Educate patients on the use and care of low vision devices</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:

<table>
<thead>
<tr>
<th>CLO #8</th>
<th>Create and implement an annual care plan to help patients maintain optimal functional vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #9</td>
<td>Monitor for changes in vision resulting in the need to alter or replace devices</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Apply concepts in continuous learning to identify new technology or devices that may be beneficial to patients</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, student presentations, readings, case studies, and assignments.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: B- (68%)

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>20</td>
<td>Weekly Review Questions</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Successful Workbook Completion</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Eye Disease Assignment and Presentation - written research and class presentation</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Case Study - individual case study based on low vision condition, assessment and recommendations</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Quiz</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
40
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low vision overview</td>
</tr>
<tr>
<td>Types of impaired vision</td>
</tr>
<tr>
<td>Impact of low vision</td>
</tr>
<tr>
<td>Age related diseases</td>
</tr>
<tr>
<td>Diseases related to vision loss or blindness</td>
</tr>
<tr>
<td>Low vision assessments</td>
</tr>
<tr>
<td>Documenting patient history</td>
</tr>
<tr>
<td>Low vision devices</td>
</tr>
<tr>
<td>Proper use of devices</td>
</tr>
<tr>
<td>Visual field</td>
</tr>
<tr>
<td>Techniques to correct vision loss</td>
</tr>
<tr>
<td>Laser surgery related to vision loss</td>
</tr>
<tr>
<td>Amsler grid</td>
</tr>
<tr>
<td>Continuing care of low vision patients</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: OPTC 1250: Eyeglasses Practice Experience

Experience

Last edit: 04/29/21 4:02 pm
Changes proposed by: rbennett

Programs referencing this course
157: Optician Diploma

Course Name:
Consolidated Practice Experience: Eyeglasses

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

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In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:32 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:27 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabdzija (drabdzija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course Name: Eyeglasses Practice Experience

Subject Code: OPTC - Optician Diploma
Course Number: 1250
Year of Study: 1st Year Post-secondary
Credits: 4

Course Description:
This consolidated practice experience provides students the opportunity to apply theoretical knowledge in the optical workplace with a focus on eyeglasses. Students receive exposure to the day-to-day operations of the workplace as well as practical experience in professional behaviour, patient care and instrumentation under the direct supervision of an optician, optometrist or ophthalmologist. This practice experience allows students to build on knowledge and skills gained in terms one and two.

Course Pre-Requisites (if applicable):

- OPTC 1210 Eyeglasses Lab
- OPTC 1220 Eyeglasses Fabrication & Design
- OPTC 1230 Customer Service & Professional Communications 2
- OPTC 1240 Low Vision Conditions & Devices

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

| CLO #1 | Provide culturally informed patient care that recognizes and respects the uniqueness of each individual |
| CLO #2 | Perform in a professional manner within the expectations and policies of the optical workplace |
| CLO #3 | Integrate knowledge of the anatomy and physiology of the eye and optics to all aspects of eyeglass dispensing |

Upon successful completion of this course, students will be able to:
Instructional Strategies:
A designated mentor will guide and encourage students to apply their knowledge, insight and skills in a professional optical setting. The student and mentor work closely together, and an instructor will collaborate with the mentor and student to help facilitate the practice experience.

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory  
Passing grade: S

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>S/U</td>
<td>Participate fully during the practice education experience</td>
</tr>
<tr>
<td>Assignments</td>
<td>S/U</td>
<td>Complete all assignment requirements and pass a final clinical assessment review</td>
</tr>
<tr>
<td>Assignments</td>
<td>S/U</td>
<td>Maintain the punctuality and 80% attendance expectations of the host site and Vancouver Community College.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review.</td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum 120
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optical work environment</td>
</tr>
<tr>
<td>Workplace legislation and policies</td>
</tr>
<tr>
<td>Professional behavior</td>
</tr>
<tr>
<td>Patient care</td>
</tr>
<tr>
<td>Instrumentation</td>
</tr>
<tr>
<td>Eyeglasses dispensing</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal
Optician Diploma
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:25 pm

Viewing: OPTC 2310: Sales & Marketing Skills

Last edit: 04/20/21 2:52 pm
Changes proposed by: rbenne

Programs referencing this course

157: Optician Diploma

Course Name:
Sales & Marketing Skills for the Entrepreneur

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
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</table>

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:32 pm  
   Rebeccah Bennett (rbenne): Approved for 6255 Leader
2. 04/08/21 5:33 pm  
   Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm  
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am  
   Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Sales & Marketing Skills

Subject Code: OPTC - Optician Diploma

Course Number: 2310

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Course Description:
During this course, students focus on sales and marketing concepts including gaining insight into patient behaviour, appealing to a target audience, developing promotional strategies, the art of selling to patient's needs, trust based selling, and building long term relationships to retain a loyal customer base.

Course Pre-Requisites (if applicable):

OPTC 1250 Consolidated Practice Experience: Eyeglasses

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe strategies for engaging and involving the patient in the sale of eyewear</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Assess the needs of a target audience to confidently recommend eyewear</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify a company’s selling points for promotional strategies</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Explain the importance of strong product knowledge in product promotion</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Develop a social media marketing strategy</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Explain how to create a selling environment, including common sales techniques and principles of personal selling</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Develop strategies for addressing patient concerns</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #8 | Discuss strategies for earning a commitment and building long-term patient relationships |

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: B- (68%)  

**Evaluation Plan:**

<table>
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<tr>
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<tr>
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<td>20</td>
<td>Weekly Review Questions</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Targeted Promotion Assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>Quiz</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Sales Interaction Case Study</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics:**

Course Topics:
**Course Topics:**

- Marketing and promotional strategies
- Identifying target audiences
- Product knowledge and promotion
- Creating a selling environment
- Building rapport
- Building a sale dialogue
- Information gathering
- Making recommendations
- Addressing customer concerns
- Earning a commitment
- Building long-term patient relationships
- Customer retention

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

---

**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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

---

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:
New Course Proposal

Date Submitted: 04/07/21 4:26 pm

Viewing: OPTC 2320 : Contact Lens Theory

Last edit: 04/20/21 2:52 pm
Changes proposed by: rbennett

Programs referencing this course
157: Optician Diploma

Course Name: Contact Lens Theory

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

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In Workflow
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2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:32 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:36 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair
Contact Lens Theory

OPTC - Optician Diploma

2320

2nd Year Post-secondary

8

In this course students have the opportunity to refresh their anatomy and physiology knowledge before exploring eye conditions common to contact lens wearers. Students then learn methods for fitting and dispensing contact lenses. Contact lens materials, manufacturing processes, prescriptions and required instruments are all examined. Students discuss the different products available and how to promote optimal ocular health for contact lens wearers.

Course Pre-Requisites (if applicable):

OPTC 1250 Consolidated Practice Experience: Eyeglasses

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

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

CLO #1 Describe in detail the anatomy and physiology of the eye
CLO #2 Discuss common eye conditions of contact lens wearers
CLO #3 Explain the effect of contact lenses on the eye
CLO #4 Analyze patient data to develop a patient's visual profile and inform recommendations
CLO #5 Interpret contact lens prescriptions to design different types of contact lens fitting
CLO #6 Identify ophthalmic instruments used to perform measurements and assessments for contact lens fitting
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #7</th>
<th>Compare and contrast different types of contact lens products and modalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #8</td>
<td>Describe the procedure for fitting soft and rigid contact lenses</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Discuss appropriate teaching methods to promote optimal ocular health</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Discuss follow up care for patients with contact lenses</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
B- (68%)  

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>Weekly Quizzes</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Client Assessment Case Study</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Optical Worksheets</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Design Client Questionnaire</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Successful Workbook Completion</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Comprehensive Final Exam</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online  
120

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; physiology review</td>
</tr>
<tr>
<td>Common eye conditions</td>
</tr>
<tr>
<td>Conducting patient assessments</td>
</tr>
<tr>
<td>Record keeping</td>
</tr>
<tr>
<td>Contact lens fitting</td>
</tr>
<tr>
<td>Measurements</td>
</tr>
<tr>
<td>Dispensing</td>
</tr>
<tr>
<td>Contact lens materials</td>
</tr>
<tr>
<td>Manufacturing processes</td>
</tr>
<tr>
<td>Specialty lenses</td>
</tr>
<tr>
<td>Contact lens solutions</td>
</tr>
<tr>
<td>Interpreting prescriptions</td>
</tr>
<tr>
<td>Ophthalmic instruments</td>
</tr>
<tr>
<td>Keratometry</td>
</tr>
<tr>
<td>Slit lamp evaluation (overview)</td>
</tr>
<tr>
<td>Slit lamp illuminations</td>
</tr>
<tr>
<td>Vertex Lenses</td>
</tr>
<tr>
<td>Soft Contact Lenses</td>
</tr>
<tr>
<td>Rigid contact lenses</td>
</tr>
<tr>
<td>Calculating lens power</td>
</tr>
<tr>
<td>Nomograms</td>
</tr>
<tr>
<td>Presbyopia</td>
</tr>
<tr>
<td>Patient education and care regime</td>
</tr>
<tr>
<td>Ocular health promotion</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?
New Course Proposal

Date Submitted: 04/07/21 4:26 pm

Viewing: OPTC 2340 : Contact Lens Lab

Last edit: 04/29/21 4:02 pm

Changes proposed by: rbennett

Programs referencing this course

157: Optician Diploma

Course Name: Contact Lens Lab

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebeccah Bennett</td>
<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>ext. 8674</td>
</tr>
</tbody>
</table>

In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/07/21 4:33 pm
   Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:36 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am
   Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair
Banner Course: Contact Lens Lab

Subject Code: OPTC - Optician Diploma
Course Number: 2340
Year of Study: 2nd Year Post-secondary
Credits: 6

Course Description:
This course provides students the opportunity to apply their theoretical knowledge to the contact lens laboratory. Students develop their abilities to operate in a safe and competent manner in a supervised lab environment. Students will become proficient in conducting a patient assessment, taking measurements, preparing and ordering lenses, and then fitting, modifying and evaluating the finished contact lenses. Educating the patient on proper care of contact lenses will be emphasized along with providing follow-up care. This course builds on content in OPTC 2320 Contact Lens Theory.

Course Pre-Requisites (if applicable):

OPTC 2320 Contact Lens Theory

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

| CLO #1 | Engage the patient in the informed consent process |
| CLO #2 | Obtain and review a patient's current medication use, medical history and contact lens history |
| CLO #3 | Conduct a comprehensive patient assessment to obtain corneal readings including ocular health and visual acuity |
| CLO #4 | Demonstrate proper infection control and prevention procedures and aseptic techniques related to the contact lens lab environment |
| CLO #5 | Demonstrate competency in safely operating equipment and tools appropriate to practice |
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #6</th>
<th>Interpret assessment results from optical tools and apply theoretical knowledge to inform decisions in contact lens dispensing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #7</td>
<td>Perform the correct steps in the insertion and removal of contact lens on a patient</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Educate patients in the training of insertion of removal of contact lenses, solution, biocompatibility, storage, and wear</td>
</tr>
</tbody>
</table>

Instructional Strategies:
This course is delivered on campus in the dispensing optician lab. Students will work under the guidance of a lab instructor.

Evaluation and Grading
Grading System: Satisfactory/Unsatisfactory
Passing grade: S

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Work</td>
<td>S/U</td>
<td>Skills Assessments - S based on 20 successful fittings</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td>S/U</td>
<td>Contact Lenses Procedural Exam - S based on demonstrated knowledge of fundamental concepts and competent performance skills and functions</td>
</tr>
<tr>
<td>Participation</td>
<td>S/U</td>
<td>S based on 80% attendance and rubric</td>
</tr>
</tbody>
</table>

Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review.

Hours by Learning Environment Type
Lecture, Seminar, Online

https://curriculum.vcc.ca/courseleaf/approve/
Lab, Clinical, Shop, Kitchen, Studio, Simulation

144

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional practice and communication</td>
</tr>
<tr>
<td>Patient assessments</td>
</tr>
<tr>
<td>Recording information</td>
</tr>
<tr>
<td>Infection control and prevention</td>
</tr>
<tr>
<td>Asepsis</td>
</tr>
<tr>
<td>Instruments, equipment and tools related to contact lens dispensing</td>
</tr>
<tr>
<td>Safe operating procedures of equipment</td>
</tr>
<tr>
<td>Keratometer</td>
</tr>
<tr>
<td>Slit Lamp</td>
</tr>
<tr>
<td>Radiuscope</td>
</tr>
<tr>
<td>Lensometer</td>
</tr>
<tr>
<td>V-gauge</td>
</tr>
<tr>
<td>Lens loupe</td>
</tr>
<tr>
<td>Fitting lens</td>
</tr>
<tr>
<td>Preparing recommendations</td>
</tr>
<tr>
<td>Lens insertion and removal</td>
</tr>
<tr>
<td>Contact lens care regime</td>
</tr>
<tr>
<td>Patient teaching</td>
</tr>
<tr>
<td>Follow up care</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:27 pm

Viewing: OPTC 2350 : Contact Lenses Practice Exp.

Last edit: 04/29/21 2:45 pm
Changes proposed by: rbennett

Programs referencing this course
157: Optician Diploma

Course Name:
Consolidated Practice Experience: Contact Lenses

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:33 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:37 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

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</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
During the consolidated practice experience, students will apply theoretical knowledge in the optical workplace with a focus on contact lenses. Students will receive exposure to the day-to-day operations of the workplace as well as experience in professional behaviour, patient care and instrumentation under the direct supervision of an optician, optometrist or ophthalmologist. This practice experience allows students to build on knowledge and skills gained in terms one, two and three.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Provide culturally informed patient care that recognizes and respects the uniqueness of each individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform in a professional manner within the expectations and polices of the optical workplace</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Integrate knowledge of the anatomy and physiology of the eye and optics to all aspects of contact lens dispensing</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Apply theoretical knowledge of contact lenses to professional practice in the optical environment</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #5</th>
<th>Demonstrate effective dialogue and active engagement with patients and the larger eyecare team</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Recognize personal and professional limits and know when to seek assistance</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use correct instrumentation and equipment</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A designated mentor will guide and encourage students to apply their knowledge, insight and skills in a professional setting. The student and mentor work closely together, and instructors will collaborate with the mentor and student to help facilitate the practice experience.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: 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>S/U</td>
<td>Complete all assignment requirements and pass a final review</td>
</tr>
<tr>
<td>Attendance</td>
<td>S/U</td>
<td>Based on 80% attendance and rubric</td>
</tr>
<tr>
<td>Participation</td>
<td>S/U</td>
<td>Based on rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must achieve a satisfactory grade on all evaluations in order to be successful in the course.</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

120

Practicum
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optical work environment</td>
</tr>
<tr>
<td>Workplace legislation and policies</td>
</tr>
<tr>
<td>Professional behavior</td>
</tr>
<tr>
<td>Patient care</td>
</tr>
<tr>
<td>Instrumentation</td>
</tr>
<tr>
<td>Contact lens dispensing</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:28 pm

Viewing: OPTC 2420 : Business Management

Last edit: 04/20/21 2:54 pm
Changes proposed by: rbennett

Course Name:
Business Management for the Entrepreneur

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</tbody>
</table>

Programs referencing this course

157: Optician Diploma

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:33 pm
   Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:37 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am
   Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course Name: Business Management

Subject Code: OPTC - Optician Diploma

Course Number: 2420

Year of Study: 2nd Year Post-secondary

Credits: 2.5

Course Description:
This course introduces students to the basic business requirements for establishing and running a small business. Students will learn core skills through investigating the concepts of time management, human resources, inventory control, legislation and regulations, problem solving, and conducting industry and/or product research.

Course Pre-Requisites (if applicable):

OPTC 2310 Sales & Marketing Skills for the Entrepreneur

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Create a business plan that would support the successful establishment and operation of a small business</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Comply with labour legislation, collective agreements and organizational polices in the management of the performance of others</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Discuss the hiring, training, and performance management of staff</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe confidential and effective record keeping methods</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply principles of inventory management to the coordination of purchasing, receiving, and storage of appropriate inventory</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:**

<table>
<thead>
<tr>
<th>CLO #6</th>
<th>Discuss accounting, bookkeeping, and billing systems in adherence to legislation and regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #7</td>
<td>Apply an organized problem-solving approach to business issues</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Apply principles of ethical marketing and advertising practices</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

---

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
B- (68%)

**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>35</td>
<td>Business Plan</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Human Resource Plan</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Quiz</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

---

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
40

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

---

**Course Topics:**

---

https://curriculum.vcc.ca/courseleaf/approve/
Course Topics:

- Business concepts
- Marketing research
- Marketing plan
- Products and Services
- Management and human resource plan
- Financing
- Writing business plans
- Working with creditors
- Human resource management (staff hiring, training, evaluation)
- Strategies for efficient workflow
- Record keeping (documenting patient information, releasing patient information, record retention)
- Inventory control (frame and contact lens inventory management process, non-consumable assets)
- Legislation and regulations (patient confidentiality Standards of Practice)
- Problem solving business issues
- Accounting, bookkeeping & billing procedures
- Referral process
- Workplace safety

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:28 pm

Viewing: OPTC 2430: Refractive Conditions

Last edit: 04/20/21 2:56 pm

Changes proposed by: rbennett

Programs referencing this course

157: Optician Diploma

Course Name:
Refractive Conditions & Automated Refraction

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

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

In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/07/21 4:33 pm
Rebeccah Bennett (rbennett): Approved for 6255 Leader

2. 04/08/21 5:38 pm
Claire Sauve (csauve): Approved for Senior PC

3. 04/08/21 9:37 pm
Adrian Lipsett (alipsett): Approved for CCS Dean

4. 05/04/21 8:27 am
Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
In the beginning of this course students will review the principles of refraction before discussing the pathophysiology of refractive conditions including astigmatism, anisometropia, and aniseikonia. In the second part of this course students will learn the automated refraction process and discuss its limitations, contraindications, and referrals before applying their knowledge of the process in the lab. This course builds on knowledge gained in OPTC 1110 Anatomy and Physiology of the Eye, and OPTC 1130 Foundations of Optics.

Course Pre-Requisites (if applicable):
- OPTC 1110 Anatomy & Physiology of the Eye
- OPTC 1130 Foundations of Optics
- OPTC 2350 Consolidated Practice Experience: Contact Lenses

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>Describe the principles of refraction</td>
</tr>
<tr>
<td>#2</td>
<td>Describe ocular motility and binocular functions</td>
</tr>
<tr>
<td>#3</td>
<td>Identify common eye disorders and their effects on vision</td>
</tr>
<tr>
<td>#4</td>
<td>Recognize limitations in visual correction</td>
</tr>
<tr>
<td>#5</td>
<td>Explain the differences between an eye examination and an automated refraction</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #6</th>
<th>Record patient history prior to applying the automated refraction process</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #7</td>
<td>Apply pharmacology knowledge when conducting an assessment and taking medical history</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Describe the effects of medication on ocular health</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Discuss the pathophysiology of refractive conditions</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Practice using an automated refraction system and interpret results</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Identify limitations of automated refraction</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Identify when to refer the patient to another eyecare professional</td>
</tr>
<tr>
<td>CLO #13</td>
<td>Explain the scope of practice governing refracting opticians</td>
</tr>
</tbody>
</table>

Instructor Strategies:
Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments, as well as lab.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)

<table>
<thead>
<tr>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B- (68%)</td>
</tr>
</tbody>
</table>

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>25</td>
<td>Weekly Review Questions</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Refractive Principles &amp; Conditions Quiz</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Jurisprudence Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>S/U</td>
<td>Refraction Case Study - S based on completion and participation in group discussion</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td>S/U</td>
<td>Automated Refraction Testing - S based on five successful examinations during the week of the lab.</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen, Studio, Simulation

20

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
### Course Topics:

- Review: principles of refractions
- Pathophysiology of refractive conditions
- Astigmatism
- Anisometropia
- Aniseikonia
- Automated refraction process
- Automated refraction limitations
- Automated refraction contraindications
- Ocular disease and effect on vision
- Refractive conditions of the eye
- SOAP (subjective, objective, assessment and plan) documentation technique
- Measuring and assessing binocular function
- Measuring and assessing ocular motility
- Stereopsis test
- Four worth dot test
- Duochrome test
- Fogging technique
- Astigmatism
- Ametropia
- Instruments and procedures
- Pharmacology
- Effects of medication on ocular health
- Refining and finalizing prescriptions
- Unstable refractions
- Standard industry practice (Health Professions Act Opticians Regulation)
- Referral process
- Limitations in visual correction

---

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):  

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 Change Request

New Course Proposal

Date Submitted: 04/07/21 4:29 pm

Viewing: OPTC 2440: Program Review & Exam Prep

Last edit: 04/20/21 2:58 pm
Changes proposed by: rbennett

Programs referencing this course
157: Optician Diploma

Course Name: Program Review and License Exam Prep
Effective Date: May 2022
School/Centre: Continuing Studies
Is this a non-credit course? No
Department: Optician Diploma (6255)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebeccah Bennett</td>
<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>ext. 8674</td>
</tr>
</tbody>
</table>

In Workflow
1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 04/07/21 4:33 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:39 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am Darija Rabdzija (drabdzija): Approved for Curriculum Committee Chair
Banner Course Name: Program Review & Exam Prep

Subject Code: OPTC - Optician Diploma

Course Number: 2440

Year of Study: 2nd Year Post-secondary

Credits: 1

Course Description:
This course will be a review of key theoretical and practical knowledge from the program. Students will also receive test-taking skills resources to help them prepare for the license examination.

Course Pre-Requisites (if applicable):

OPTC 1250 Consolidated Practice Experience: Eyeglasses
OPTC 2350 Consolidated Practice Experience: Contact Lenses
OPTC 2430 Refractive Conditions & Automated Refraction

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

CLO #1 Discuss the format and requirements of the NACOR National Examination
CLO #2 Discuss study and test taking strategies
CLO #3 Review key skills and concepts related to eyeglasses
CLO #4 Review key skills and concepts related to contact lenses
CLO #5 Accurately perform all eyeglass practice competencies
CLO #6 Accurately perform all contact lens competencies

https://curriculum.vcc.ca/courseleaf/approve/
Instructional Strategies:
This course is delivered on campus in the dispensing optician lab. Students will work under the guidance of a lab instructor.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: S

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>S/U</td>
<td>Mock Eyeglass Exam - S based on demonstrated competency</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td>S/U</td>
<td>Mock Contact Lens Exam - S based on demonstrated competency</td>
</tr>
<tr>
<td>Participation</td>
<td>S/U</td>
<td>Class participation based on rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Course Topics:

Exam preparation
Eyeglasses theory review (basic dispensing and lens finishing, lens duplication, measurement, verification, and service)
Contact lenses theory review (keratometry & Rx interpretation, pathology & contact lenses, verification and lens design, insertion and removal, and follow-up)
Eyeglasses practical Skills Review
Contact lenses practical skills review

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

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?

Yes

Is this the primary proposal?

No

Primary Proposal
Optician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Reviewer
Comments

Marketing Information
Course Change Request

New Course Proposal

Date Submitted: 04/07/21 4:30 pm

Viewing: OPTC 2450 : Preceptorship

Last edit: 04/29/21 4:03 pm

Changes proposed by: rbennett

Programs referencing this course

157: Optician Diploma

Courses Name:

Preceptorship

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Bennett</td>
<td><a href="mailto:rbennett@vcc.ca">rbennett@vcc.ca</a></td>
<td>ext.8674</td>
</tr>
</tbody>
</table>

In Workflow

1. 6255 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 04/07/21 4:33 pm Rebecca Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:40 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am Darija Rabdzija (drabdzija): Approved for Curriculum Committee Chair
Banner Course: Preceptorship

Name:

Subject Code: OPTC - Optician Diploma

Course Number: 2450

Year of Study: 2nd Year Post-secondary

Credits: 5.5

Course Description:
The preceptorship concludes the program and facilitates the transition from student to graduate. The student will be partnered with an Optician, Optometrist or Ophthalmologist who will assist the student to gradually assume responsibility for entry-level Optician practice. Preceptorship students will have the opportunity to further integrate theory and skills in preparation for entry to practice. Students will have the opportunity to expand their confidence, competency and techniques in a supervised setting. The course builds on the experiential opportunities in OPTC 1250 Consolidate Practice Experience: Eyeglasses and OPTC 2350 Consolidated Practice Experience: Contact Lens.

Course Pre-Requisites (if applicable):

OPTC 2440 Program Review & License Exam Prep

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide safe, competent, and ethical care</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Practice within relevant legislation, Standards of Practice &amp; Guidelines, and Code of Ethics set out by the College of Opticians of BC</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Assume the professional responsibilities of an optician</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Work within personal and professional limits and seek assistance when required</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:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Provide culturally informed care that recognizes and respects the uniqueness of each individual</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Communicate and collaborate effectively with patients, public, and interprofessional team members</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Make practice decisions that are patient specific and consider patient acuity and complexity</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Educate and advocate effectively for the profession and the patient</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Apply organizational and business management principles to opticianry practice</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Ensure patient and workplace practice safety</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Demonstrate competency in the three focus areas of opticianry practice - eyeglasses, contact lens, and refraction</td>
</tr>
<tr>
<td>CLO #13</td>
<td>Value and engage in continuous learning to maintain and enhance competence</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A designated preceptor will guide and encourage students to apply their knowledge, insight and skills in a professional setting. The student and preceptor work closely together, and instructors collaborate with the preceptor and student to help facilitate the preceptorship experience.

Students will have the opportunity to reflect on and share their experiences as well as evaluate their overall educational experience so that the program may be improved in relation to student feedback. At the conclusion of this experience, there will be a collaborative final debriefing.

Students will be required to be available during the day, afternoon, evening, and weekends.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: S

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>S/U</td>
<td>Clinical Participation - S based on standardized course rubric</td>
</tr>
</tbody>
</table>
### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>S/U</td>
<td>Assignment Completion and Final Review</td>
</tr>
<tr>
<td>Attendance</td>
<td>S/U</td>
<td>Meet Punctuality and Attendance Expectations - S based on 80% attendance</td>
</tr>
</tbody>
</table>

Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review.

---

**Course Topics:**

Knowledge and skills taught in terms one, two, three and four are integrated into the preceptorship.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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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**Rationale and Consultations**
DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: New Program: Asian Culinary Arts Advanced Certificate

BACKGROUND:
The School of Hospitality, Food Studies and Applied Business has developed a second, advanced program in Asian Culinary Arts. VCC’s certificate in Asian Culinary Arts is the only one of its kind in North America, and the advanced certificate will allow students to build on their learning and expand their skills in advanced culinary techniques from East and South-East Asia. The program also lets students continue developing their skills in restaurant operations and business management. The program is 14-weeks long and requires the completion of the Asian Culinary Arts Certificate as an admission requirement.

The program was designed with feedback from representatives in the Asian culinary industry within the Lower Mainland, and the program learning outcomes align with multiple objectives within the ITA Professional Cook Level 2. Additional work would be required to recognize potential equivalencies.

DISCUSSION:
Barry Tsang, Department Head of Asian Culinary Arts, and Sonny Ho, curriculum developer, presented the proposal. Curriculum Committee discussed it at both its April and May meetings. The major points of discussion were:

- Clarifying that the program focuses on East and South-East Asian culinary techniques and knowledge, not other parts of Asia. This has been clarified throughout the PCG and course outlines.
- The course learning outcomes for ACUL 2202 Asian Pacific Cooking were initially too vague; specific techniques and dishes were added to better explain the advanced skills students are learning.
- There were some concerns that the curriculum was promising too much in terms of students being ready to start a restaurant at the end of it. Additional context was added to reflect that students were learning background and core operational and business skills, but the ability to open a restaurant would be dependent on the individual student’s prior experience.
RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Asian Culinary Arts Advanced Certificate and three new courses, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 21, 2021
Program Change Request

New Program Proposal

Date Submitted: 05/05/21 2:12 pm

Viewing: Asian Culinary Arts Advanced Certificate

Last edit: 05/05/21 2:12 pm
Changes proposed by: asellwood

Program Name:
Asian Culinary Arts Advanced Certificate

Credential Level: Advanced Certificate

Effective Date: February 2022

Effective Catalog Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow
1. 5501 Leader
2. SHP Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Ministry Chair
6. Board of Directors

Approval Path
1. 04/06/21 2:30 pm
   Barry Tsang (btsang): Approved for 5501 Leader
2. 04/09/21 1:08 pm
   Dennis Innes (dinnes): Approved for SHP Dean
3. 04/21/21 1:03 pm
   Todd Rowla (trowla): Rollback to Initiator
4. 05/05/21 2:42 pm
   Barry Tsang (btsang): Approved for 5501 Leader
5. 05/07/21 11:36 am
   Dennis Innes (dinnes): Approved for SHP Dean
6. 05/21/21 11:48 am
   Todd Rowla (trowla): Approved for Curriculum Committee Chair
Program Content Guide

Purpose

The Asian Culinary Arts Advanced Certificate is designed to prepare students for careers as cooks and business owners in the Asian restaurant/food industry. This program builds on the concepts and basic cooking skills developed in the Asian Culinary Arts Certificate program. The Asian Culinary Arts Advanced certificate program exposes students to a variety of East and South-East Asian cuisines, including Chinese, Japanese, Korean, Thai, Malaysian, Singaporean, Indonesian, Vietnamese, and Filipino. Students will learn to prepare dishes common to these different cuisines while developing more advanced cooking skills specific to East and South-East Asian restaurant and food business settings. Kitchen and business management skills are emphasized in this program in addition to Asian culinary skill development. The program will prepare students to be successful in different restaurant settings and provide the tools needed to operate an Asian restaurant business in Canada. This program helps develop the skills for students to potentially move on to more senior positions in an Asian restaurant.

Admission Requirements

Successful completion of VCC's Asian Culinary Arts Certificate or equivalent
Completion of Serving It Right British Columbia course
Valid Food Safe Level 1

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program

Program Duration & Maximum Time for Completion

The program is full time and runs for 14 weeks. Maximum time for completion of this program is two years.
Program Learning Outcomes

Graduates of this program will have the skills and knowledge to:
Explain the sourcing, ordering, and purchasing process and specify the specialty products and ingredients needed to operate an Asian Pacific restaurant or food business.
Describe requirements for a healthy nutritional diet and identify sources of food allergies and intolerances.
Prepare, cook and serve various dishes common to East and South-East Asian cuisines (Chinese, Japanese, Korean, Thai, Malaysian, Singaporean, Indonesian, Vietnamese, and Filipino) including drinks, appetizers, soups, main courses, and desserts.
Plan and design an Asian Pacific cuisine menu.
Demonstrate advanced Asian Pacific technical cooking skills at a standard appropriate to an Asian restaurant setting and prepare a wide range of specialty ingredients common to Asian Pacific cuisines.

Identify and describe the requirements to manage an Asian Pacific restaurant business, including kitchen and front of house.

Instructional Strategies, Design, and Delivery Mode

This program will provide a wide-range of student learning opportunities in both Asian kitchen and restaurant settings.
Classroom instruction is designed for students to develop theoretical knowledge and practical skills which will be applied for success in the VCC Asian Culinary Kitchen.
Active student learning and participation is emphasized throughout the program to promote the development of knowledge, technical skills and the professional behaviour required for success in the Asian culinary industry.
Lectures, demonstrations, group work, peer assessment, reflective journaling, and project-based learning strategies are used throughout the program to promote student leaning.
Students must register in all three courses within the Asian Culinary Arts Advanced Certificate program.
Students will be required to have a uniform, textbook, and Asian cleaver.

Evaluation of Student Learning

Student’s primary activities will be in both kitchen and restaurant environments and will be evaluated on their performance in preparing, cooking and serving.
Students will need a minimum grade of 70% in both theory and practical assessments in all three courses to graduate.
Recommended Characteristics of Students

Physical condition and stamina to meet the demands of the program
Ability to communicate effectively
Responsible
Self-motivated
Ability to work independently and in groups
Good personal hygiene
Interest in Asian cooking

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUL 2201</td>
<td>Asian Restaurant Operation Management</td>
<td>1</td>
</tr>
<tr>
<td>ACUL 2202</td>
<td>Asian Pacific Cooking</td>
<td>14</td>
</tr>
<tr>
<td>ACUL 2203</td>
<td>Asian Restaurant Business Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 16
Transcript of Achievement

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

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

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75 Minimum Pass</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69 Failing Grade - Unable to proceed to next Term</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater Satisfactory - student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory - student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Rationale and Consultations

Provide a rationale for this proposal.

https://curriculum.vcc.ca/courseleaf/approve/
Asian Cuisine is becoming more and more popular in Canada. Sushi, Poke, Pho, Banh Mi, Laksa are all specialty Asian foods gaining popularity in the current market. In addition, the public are becoming more educated about different Asian cuisines than ever before.

VCC already has an existing 20-week Asian Culinary Arts Certificate program. This proposed new Advanced Certificate Asian Culinary program, which will run for 14 weeks, will build upon the existing certificate program. Many students and graduates from the current certificate program are expected to progress into the proposed advanced program.

The goal of this advanced certificate program is to equip students with the advanced techniques and job ready skills needed to face today’s new culinary scene. The program will put an emphasis on a student’s ability to work within a team and to understand the operation of running a food business. Therefore, a major component of the program will be simulating a restaurant setting for each cuisine to let students cook for the general public.

This program was designed with the advice and assistance of representatives in the Asian culinary industry within the Lower Mainland. Furthermore, the program learning outcomes and competencies for this program align with multiple objectives within the ITA professional cook 2 outline – to reflect potential equivalency.

Students who complete the program will be able to take on senior positions within the kitchen such as Chef de cuisine, Sous Chef, Executive Sous Chef or Executive Chef.

Are there any expected costs to this proposal.

The program will use existing classrooms, kitchen labs and equipment.

A new instructor and instructor assistant will be needed.

Technology and POS Kitchen system, and additional tableware will be needed.

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>A large number of meetings were held with Andy Sellwood and Lucy Griffiths to develop the program and courses.</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Appropriate responses were made to the following points/questions:</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>1. For the admission requirements, it’s just a small thing, but you only have the VCC level 1 as an admission requirement. Is it worth including “or equivalent”? Are there other programs out there, or other educational experience that you would consider for applicants, or do they have to have the VCC level 1?</td>
</tr>
<tr>
<td></td>
<td>2. I wonder if there is a way to break up the Asian Pacific Cooking course? A 320-hour course is very significant. When I see large courses like this I always worry about those students who might fail or do poorly in one particular area of the course. They will not be able to retake just a portion of the course, but will have to take a full 14 credits (along with all that tuition cost) again. That is also a lot of content and hours for a student to receive just one grade in the end. I notice there are 12 different cuisines – perhaps they could be grouped in 3s, to make four courses of 3-4 credits each? I appreciate that I am not a curriculum developer, so I’m sure that is easier said than done, but I am concerned about such a large course encompassing so much learning, and one course making up about 90% of the whole certificate. It’s quite an unusual format. I would be interested to hear more about the rationale for this composition of the course.</td>
</tr>
<tr>
<td></td>
<td>3. Just a note that as the three courses will be scheduled in the same term, if a student doesn’t pass 2201 to get into 2202 (as per the prereq) or pass 2201 and 2202 to get into 2203 (again, as per the prereq) please note that the student will not be eligible for any refund as per policy. So if a student fails 2201, for example, there will be 15 credits worth of tuition that they will not be eligible for. Refunds are only possible for courses in the next level or term, but this program seems to essentially be just one term. In 2202, I notice all the learning outcomes, and most of the course</td>
</tr>
</tbody>
</table>
### Consulted Area

### Consultation Comments

description, is based around food preparation and cooking, yet 2201 contains content around ordering, table settings, table service, etc. I’m sure this sets students up for success in 2202, but I just want to double-check that 2201 must be passed in order for a student to take 2202? Or do you think a student could get lower than a C+ in 2201 and still potentially be successful in 2202? I just want to make sure the prereq is necessary due to the ramifications of the refund policy, which is quite strict.

4. Again in terms of prereq – just a quick note that you don’t need to list “VCC Asian Culinary Art Level 1 Certificate Program”, as that is already an admission requirement for the program. So you can remove that from each of the individual courses as these would be courses just for students admitted to this program.

5. I also always like to double-check about PLAR as well. I could see not being able to PLAR for most of this program, but I wonder if you would reconsider for 2201. For example, if an applicant comes in with some experiential learning from a kitchen or restaurant or some other non-academic training, would they be able to demonstrate that in some way so as not to be required to take 2201? In this case, I don’t think it’s a huge deal as it is just a 1-credit, 15-hour course. But just thought I would double-check.

#### Faculty/Department

<table>
<thead>
<tr>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider more/other Asian countries' cuisine such as Taiwan, Cambodia, etc. Consider “night market” style or perhaps “street food” component</td>
</tr>
</tbody>
</table>

#### Advising & Recruitment

<table>
<thead>
<tr>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comments</td>
</tr>
</tbody>
</table>

#### Counselling

<table>
<thead>
<tr>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comments</td>
</tr>
</tbody>
</table>

#### Disabilities Services

<table>
<thead>
<tr>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comments</td>
</tr>
</tbody>
</table>

#### Facilities

<table>
<thead>
<tr>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comments</td>
</tr>
<tr>
<td>Consultated Area</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>Financial Aid</td>
</tr>
<tr>
<td>Indigenous Education &amp; Community Engagement (IECE)</td>
</tr>
<tr>
<td>International Education</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
</tr>
<tr>
<td>Learning Centre</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
</tr>
<tr>
<td>Student Services</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

New Course Proposal

Date Submitted: 05/05/21 2:13 pm

Viewing: **ACUL 2201 : Asian Restaurant Ops Mngt**

Last edit: 05/05/21 2:13 pm

Changes proposed by: asellwood

Programs referencing this course

[158: Asian Culinary Arts Advanced Certificate](#)

Course Name:
Asian Restaurant Operation Management

Effective Date: February 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow

1. 5501 Leader
2. SHP Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/06/21 2:30 pm Barry Tsang (btsang): Approved for 5501 Leader
2. 04/09/21 1:08 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 04/21/21 1:03 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 05/05/21 2:43 pm Barry Tsang (btsang): Approved for 5501 Leader
5. 05/07/21 11:37 am Dennis Innes (dinnes): Approved for SHP Dean
6. 05/21/21 11:48 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
This course introduces students to the occupational skills required to operate an Asian restaurant. Topics will include ordering and inventory, identifying ingredients and nutritional properties, and effectively operating the front of house.

Students will have an opportunity to practice running an Asian kitchen and provide service in a professional restaurant environment.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify and describe ordering and inventory functions and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe the nutritional requirements of a healthy diet.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify sources of food allergies and intolerances.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Explain common types and styles of table settings.</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 #5 Demonstrate food and beverage table services.

Instructional Strategies:
  - Lectures, group work, role play, group discussion.

Evaluation and Grading

Grading System: Letter Grade (A-F)  Passing grade: C+

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>A short quiz will be given at the end of each topic.</td>
</tr>
<tr>
<td>Assignments</td>
<td>70</td>
<td>Students will complete three or more in-class assignments based on a variety of group learning activities.</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
  15

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

- Ordering and inventory
- Ingredients, Nutrition, Allergies and food intolerances
Course Topics:

Front of house procedures and services.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

- Canada Food Guide
- Responsible Beverage Service Program (RBS), “Serving it Right.”

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?

Yes

Is this the primary proposal?

No

Primary Proposal

Asian Culinary Arts Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Todd Rowlatt (trowlatt) (04/21/21 1:03 pm): Rollback: additional edits needed

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:
Course Change Request

New Course Proposal

Date Submitted: 05/05/21 2:13 pm

Viewing: ACUL 2202 : Asian Pacific Cooking

Last edit: 05/12/21 3:47 pm
Changes proposed by: asellwood

Programs referencing this course
158: Asian Culinary Arts Advanced Certificate

Course Name:
Asian Pacific Cooking

Effective Date: February 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow
1. 5501 Leader
2. SHP Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 04/06/21 2:31 pm Barry Tsang (btsang): Approved for 5501 Leader
2. 04/09/21 1:08 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 04/21/21 1:03 pm Todd Rowla (trowla): Rollback to Initiator
4. 05/05/21 2:43 pm Barry Tsang (btsang): Approved for 5501 Leader
5. 05/07/21 11:38 am Dennis Innes (dinnes): Approved for SHP Dean
6. 05/21/21 11:48 am Todd Rowla (trowla): Approved for Curriculum Committee Chair
Banner Course Name: Asian Pacific Cooking

Subject Code: ACUL - Asian Culinary

Course Number: 2202

Year of Study: 2nd Year Post-secondary

Credits: 14

Course Description:
In this course students will prepare and cook dishes from a wide range of Asian Pacific cuisines, while further developing the culinary skills acquired in the Asian Culinary Arts Certificate.

In addition to preparing and cooking different items (appetizers, soups, meat and vegetable dishes, rice and noodle dishes, desserts, pastries, and baked goods), students will apply their knowledge of Asian-specific technical cooking skills to create a range of East and South-East Asian restaurant meals. Students will refine their techniques and integrate their knowledge of Asian cooking to create signature Asian Pacific dishes.

Students will work in a hands-on commercial Asian kitchen, utilizing authentic tools and equipment. Students will demonstrate their skills by rotating between different stations within the kitchen and front of house positions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Prepare various stocks, soups and sauces for a wide range of Asian Pacific dishes such as pho (beef noodle stock), ramen (pork stock), and Asian cream sauce.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Process and cook a wide variety of vegetable dishes common to Asian Pacific cuisine such as Kimchi, green papaya salad, and gado-gado.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Cook a variety of Asian Pacific noodle (e.g. egg, rice, sweet potato, mung bean), rice (e.g. sushi rice, sticky rice, short grain), udon and ramen dishes using a range of cooking techniques such as steaming, stir-frying, blanching, and pan-frying.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Process and cook meats, poultry and fresh seafood (including live seafood) using a variety of advanced Asian cooking techniques such as steaming and wok deep-frying.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Make an assortment of Asian Pacific appetizers and Dim Sum.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Prepare various hot/cold desserts and drinks for a variety of Asian Pacific cuisines.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Perform food and beverage table services in line with a specified Asian Pacific cuisine.</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Produce Asian Pacific signature dishes for the North American market.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lectures, demonstration, hands-on practice, group work, kitchen activities.

Evaluation and Grading

Grading System: Letter Grade (A-F) 
C+ 

Passing grade: 

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Two Short quizzes will be given. One halfway through and one at the end.</td>
</tr>
<tr>
<td>Assignments</td>
<td>70</td>
<td>Assessment Record Books/ logbooks will be used throughout the course to record student’s achievement of the required practical skills.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20</td>
<td>Students will each make a portfolio to record their learning progress.</td>
</tr>
</tbody>
</table>
**Course Topics**

Students will work through preparing and cooking the following topics in Asian Cuisine:
- Japanese Cuisine
- Taiwanese Cuisine
- Hong Kong and Macau Cuisine
- Cantonese Cuisine
- Korean Cuisine
- Singaporean Cuisine
- Malaysian Cuisine
- Indonesian Cuisine
- Thai Cuisine
- Vietnamese Cuisine
- Filipino Cuisine

**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?

Yes

Is this the primary proposal?
Course Change Request

New Course Proposal

Date Submitted: 05/05/21 2:13 pm

Viewing: ACUL 2203 : Asian Restaurant Business Mngt

Last edit: 05/21/21 11:34 am

Changes proposed by: asellwood

Programs referencing this course

158: Asian Culinary Arts Advanced Certificate

Course Name:
Asian Restaurant Business Management

Effective Date: February 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow

1. 5501 Leader
2. SHP Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/06/21 2:31 pm
   Barry Tsang (btsang): Approved for 5501 Leader
2. 04/09/21 1:08 pm
   Dennis Innes (dinnes): Approved for SHP Dean
3. 04/21/21 1:03 pm
   Todd Rowlatt (trowlatt): Rollback to Initiator
4. 05/05/21 2:44 pm
   Barry Tsang (btsang): Approved for 5501 Leader
5. 05/07/21 11:37 am
   Dennis Innes (dinnes): Approved for SHP Dean
6. 05/21/21 11:48 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course Name: Asian Restaurant Business Mngt

Subject Code: ACUL - Asian Culinary

Course Number 2203

Year of Study 2nd Year Post-secondary

Credits: 1

Course Description:
This course introduces students to a variety of business skills and strategies required to manage an Asian Cuisine Restaurant.

Students explore a range of topics including restaurant trade knowledge, menu planning, and cost management. Students will gain the background knowledge required to start-up and operate an Asian food business.

Course Pre-Requisites (if applicable):

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>CLO #1</td>
<td>Outline the BC Employment Standards Act and BC Human Right Act.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Create different kinds of Asian Pacific menus.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Calculate the operating costs of an Asian restaurant.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Perform yield and cost calculations to price menu items.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Describe the procedures to register a company and business license.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Distinguish the functions and responsibilities of the health department, fire department, and WorkSafeBC.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lectures, group work, projects.

Evaluation and Grading

Grading System: Letter Grade (A-F)
Passing grade: C+

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Short quiz will be given at the end of each topic.</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
<td>Students will complete four or more in-class assignments based on a variety of learning activities.</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Students will design a table d’hote menu for an Asian restaurant.</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade Knowledge</td>
</tr>
<tr>
<td>Menu Planning</td>
</tr>
<tr>
<td>Cost Management</td>
</tr>
<tr>
<td>Establishing a Food Business</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

- BC Employment Standards Act
- BC Human Right Act
- Vancouver Coastal Health
- Canadian Revenue Agency

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?

Yes

Is this the primary proposal?

No

Primary Proposal

- Asian Culinary Arts Advanced Certificate

Provide a rationale for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.
DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: Revisions to Health Care Assistant Certificate (EAL Cohort) English components

BACKGROUND:
The department is proposing revisions to the Health Care Assistant Certificate (EAL Cohort) program to meet the requirements of the BC Registry of Health Care Assistants and Community Workers. The requirement was to align the English courses within the program with the Canadian Language Benchmarks.

The most extensive changes were to the three English language courses with extensive edits to course learning outcomes, course descriptions and evaluation plans. A program learning outcome was also added, recognizing the level students will achieve at the end of the program. The department also took the opportunity to make a variety of smaller updates to the wording to improve clarity.

DISCUSSION:
Lisa Beveridge, Department Head of Continuing Care, presented the proposal. There were only a few edits requested by Curriculum Committee:

- Clarifying the program attendance requirements. The BC Registry no longer requires strict attendance requirements be stated. The language in the “Evaluation of Student Learning” section was altered to recommend consistent attendance. The department will be discussing program attendance requirements and will propose changes, if any, at a later time.
- Editing and re-organizing the “Recommended Characteristics of Students” section for readability. The characteristic “no sensitivity or allergy to latex” was discussed and removed.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Health Care Assistant Certificate (EAL Cohort) program content guide and three courses: ELSK 0701, ELSK 0702 and ELSK 0703.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 21, 2021
Program Change Request

Date Submitted: 04/26/21 11:07 am

Viewing: Health Care Assistant Certificate (EAL (ESL Cohort))

Last approved: 12/11/19 5:16 am
Last edit: 05/26/21 11:20 am
Changes proposed by: lbeveridge

Catalog Pages Using this Program

Health Care Assistant Certificate (ESL Cohort)

Program Name: Health Care Assistant Certificate (EAL (ESL Cohort))
Credential Level: Certificate
Effective Date: September 2021
Effective Catalog Edition: 2021-2022
School/Centre: Health Sciences
Department: Health Care Assistant (5116)
Contact(s)

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 04/26/21 11:09 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 04/30/21 4:12 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 05/26/21 11:20 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 20, 2017 by clmig-jwehrheim
2. Jun 13, 2018 by Judy Christie (jchristie)
3. Oct 17, 2018 by Nicole Degagne (ndegagne)
4. Aug 21, 2019 by Nicole Degagne

https://curriculum.vcc.ca/courseleaf/approve/
Program Content Guide

Purpose

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

English language skills courses are integrated throughout the program and provide ongoing language development in listening, speaking, reading, and writing skill areas within the HCA context and at the target Canadian Language Benchmarks (CLB) level.

Upon completion of the program, graduates are prepared to work in a variety of health care settings, including home support, assisted living, residential/complex care, special care units, other home and community care settings, and acute care.

Admission Requirements

All BC Health Care Assistant program applicants are required to demonstrate English language proficiency as set by the BC Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: [https://www.cachwr.bc.ca/Documents/Educators/English-Language-Competency_HCA-Program-Entry_2018.aspx](https://www.cachwr.bc.ca/Documents/Educators/English-Language-Competency_HCA-Program-Entry_2018.aspx).

Completion of VCC Health Care Assistant Program’s Self-Declaration form

English Language Proficiency: The VCC HCA/EAL program requires higher Canadian Language Benchmark Placement Test (CLBPT) scores for admission than are listed in the Registry document.

https://curriculum.vcc.ca/courseleaf/approve/
Placement test (CLBPT) scores for admission that are listed in the registry document. The CLBPT must have been completed within the last six months with a Listening 6, Speaking 6, Reading 6 and Writing 5.

Standard First Aid (Red Cross or St. John Ambulance) including current CPR level C or CPR Basic Life Support (BLS).

Health Care Provider CPR:

CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.

BC Food Safe Certificate Level 1.

Upon Acceptance:

Criminal Record Check

In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the BC Ministry of Public Safety and Solicitor General. Applicants to the program will be responsible for any costs incurred in the Criminal Record check.

TB Screening

Submission of a negative tuberculosis (TB) skin test. Within six months if the TB skin test is positive, proof of beginning practice education, students must submit a negative TB skin test. chest x-ray is required. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations

An Immunization Record must be completed

A completed immunization history (forms and more detail obtained per Registrar’s Office) Immunizations in the following are strongly recommended and are strongly recommended, and may be required for practice placement in some cases may be required for practicum placements: the program:

- Diphtheria/Tetanus/Pertussis
- Polio
- Measles, Mumps & Rubella
- Varicella (Chicken pox)
- Hepatitis B
- Influenza (annually)

N95 Respiratory Mask

Influenza (Flu vaccine) — required annually Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. An N95 respiratory mask that is individually fitted by a trained provider, following CSA guidelines, and certified person:

The individual mask fitting should be done just prior to beginning the program. your program and is good for one year and must be performed annually. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.

The original certificate must be presented to your program during the department on the first day week of class.

Please view online list of approved fit test service providers. Fit Test Service Providers
Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

The Health Care Assistant EAL Assistant/ESL Program is 40 forty weeks in length. The maximum length of time to complete the Health Care Assistant program is 3 years from the date that a student initially started the program.

Program Learning Outcomes

Upon completion of the Health Care Assistant/EAL Assistant/ESL Program, graduates will be able to:

Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.

Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.

Provide care and assistance for clients experiencing complex health challenges.

Provide care and assistance for clients experiencing cognitive and/or mental health challenges.

Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.

Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.

Provide personal care and assistance in a safe, competent and organized manner.

Recognize and respond to own self-development, learning and health enhancement needs.

Perform the care provider role in a reflective, responsible, accountable and professional manner.

Demonstrate CLB Listening 7, Speaking 7, Reading 6, and Writing 6 outcomes and standards as evidenced by the performance indicators listed in the current CLB document.
Instructional Strategies, Design, and Delivery Mode

The program is divided into three levels. Each level consists of theory, laboratory practice, English language instruction and and/or clinical experience. The theory component is delivered through discussion groups, student presentations, lectures, online activities, demonstrations and guest speakers. Students apply the theory component in the laboratory and clinical settings.

Continuous English language skill instruction and support, aligned support for learners with expected an additional language outcomes and standards at is provided throughout the target CLB levels, is provided throughout program as they acquire the program as students acquire the skills of a Health Care Assistant.

Level One (16 weeks) is taught primarily in the classroom, laboratory, and intermediate care clinical, and provides a basic framework for the caregiving practice. The concept of caring is the focus. Students are introduced to the continuing care setting in this level.

Level Two (15 weeks) builds on the basic knowledge and skills developed in Level One. Focus is on special areas of care such as the person with dementia and home management. Clinical practice in a special care unit is provided.

Level Three (9 weeks) consists of clinical experience in a complex care facility and a practicum in a community setting.

Evaluation of Student Learning

In theory courses, students Theory courses are evaluated through by written exams, assignments, and and/or completion of journals. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations.

All courses are evaluated consistent with the College Grading System: Students must achieve at least a C+ (64%) in every theory course (HRCA courses) in order to proceed to the next level, or to graduate from the program.

In the English language skills courses (ELSK courses), students are assessed through the performance of tasks relevant to the healthcare context. Assessment rubrics, carefully designed using the target CLB performance indicators, are used to assess each task and provide ongoing feedback on the student’s performance. This assessment model supports ongoing needs assessment throughout each ELSK course, and directly links learning to identified student needs. For each clinical, a dedicated EAL instructor is on-site with the students to provide support and feedback.

Students must achieve at least a 60% in ELSK 0701 in order to proceed to the next level.

Students must achieve at least a 65% in ELSK 0702 in order to proceed to the next level.

Students must achieve at least a 70% in ELSK 0703 in order to graduate from the program.

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

- Ability to work under direction and to act with initiative as a member of the health care team
- A genuine concern for the well-being of others
- Patience, perseverance and dependability
  - Patience and perseverance
  - Flexibility, trustworthiness, and dependability
  - Maturity
- Ability to communicate effectively in both written and spoken English
- High standard of personal hygiene and grooming
- Ability to use a problem-solving approach
- Physical stamina
- Flexible, adaptable and non-judgmental in adjusting to a variety of working environments
- No sensitivity or allergy to latex
- Ability to work in environments where standards may be different from one’s own

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELSK 0701</strong></td>
<td>7.5</td>
</tr>
<tr>
<td><strong>HRCA 1103</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>HRCA 1105</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1120</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>HRCA 1122</strong></td>
<td>12.5</td>
</tr>
<tr>
<td><strong>HRCA 1130</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1140</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>ELSK 0702</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>HRCA 1224</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1227</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>HRCA 1230</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>HRCA 1240</strong></td>
<td>4.5</td>
</tr>
<tr>
<td><strong>HRCA 1232</strong></td>
<td>3.5</td>
</tr>
<tr>
<td><strong>ELSK 0703</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1329</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>HRCA 1328</strong></td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>22.5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>ELSK 0702</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>HRCA 1224</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1227</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>HRCA 1230</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>HRCA 1240</strong></td>
<td>4.5</td>
</tr>
<tr>
<td><strong>HRCA 1232</strong></td>
<td>3.5</td>
</tr>
<tr>
<td><strong>ELSK 0703</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1329</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>HRCA 1328</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>HRCA 1329</strong></td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>20.5</th>
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</table>

<table>
<thead>
<tr>
<th>Term Three</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>ELSK 0703</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HRCA 1329</strong></td>
<td>5</td>
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<td><strong>HRCA 1328</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>HRCA 1329</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>10</th>
</tr>
</thead>
</table>

Total Credits 53
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 each level.

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>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Minimum Pass</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Satisfactory</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Satisfactory</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>Minimum Pass</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>Satisfactory</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>Satisfactory</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>Failing Grade</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>Failing Grade</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Failing Grade</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></td>
<td>Satisfactory</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory</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>
<tr>
<td>R</td>
<td></td>
<td>Audit. No Credits</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td></td>
<td>Exempt. Credit Granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td></td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Course Standings**

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 academic period.
Rationale and Consultations

Provide a rationale for this proposal.

We have recently updated the EAL courses within the HCA/EAL program to meet the requirements of the BC Registry of Health Care Assistants and Community Workers. The requirement was to align these courses with the Canadian Language Benchmarks.

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>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>Worked with Francesco Barillaro and Venecia Williams on the curriculum redesign.</td>
</tr>
<tr>
<td>Affiliation, Articulation, and/or Accreditation Bodies</td>
<td>Submitted documents by email on Nov. 18/20</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Check change from ESL to EAL in all documents. Include specifics regarding criminal check information. All good.</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>Reached out by email on Nov. 23/20</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Reached out by email on Nov. 23/20</td>
</tr>
<tr>
<td>Library</td>
<td>All good.</td>
</tr>
</tbody>
</table>

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information
Course Change Request

Date Submitted: 04/26/21 11:02 am

Viewing: **ELSK 0701 : English Language Skills 1**

Last approved: 03/04/20 3:57 am

Last edit: 05/21/21 11:55 am

Changes proposed by: lbeveridge

---

Programs referencing this course

**51: Health Care Assistant Certificate (EAL Cohort)**

---

Course Name:

English Language Skills 1

Effective Date: September 2021

School/Centre: **Arts & Sciences** Library, Language, and Teaching & Learning Services

Department: Health Care Assistant/ESL (5002)

Contact(s)

---

Approval Path

1. 04/26/21 11:11 am
   Lisa Beveridge (lbeveridge): Approved for 5002 Leader

2. 04/26/21 4:08 pm
   Shirley Lew (slew): Approved for LLTL Dean

3. 05/21/21 12:07 pm
   Todd Rowla (trowla): Approved for Curriculum Committee Chair

---

History

1. Aug 21, 2018 by Todd Rowla (trowla)
2. Mar 4, 2020 by Nicole Degagne (ndegagne)

---

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: English Language Skills 1

Subject Code: ELSK - English Language Skills

Course Number: 0701

Year of Study: ESL Course

Credits: 7.5

Course Description:

Students are provided with ongoing English language instruction and support for learners of English as an additional language as they acquire the skills of a Health Care Assistant. Reading, writing, and interactive communication (listening and speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant Level 1 curriculum. Students develop their listening, speaking, reading and writing skills through activities and real-world communicative tasks relevant upon completion of English Language Skills 1, learners have the communication skills required to provide personal care for clients in a complex care setting and aligned and to interact with the performance outcomes at the target Canadian Language Benchmark (CLB) levels (Listening 7, Speaking 7, Reading 6, Writing 6). Clients and health team members: Through the To ensure learner success, this course focuses on development of these study skills, students are able reading skills, writing skills and strategies for vocabulary acquisition to enable learners to understand and discuss course concepts, materials, and procedures. Procedures accurately. Students develop This course develops interpersonal professional communication skills in class and in clinical with an emphasis on clear and appropriate speaking and effective listening. Throughout the course, students it also increase their includes developing an awareness of workplace expectations, environments culture and appropriate language. Upon completion of ELSK 0701, students have the communication skills required to provide personal care for clients in a complex care setting and to interact with clients and health team members. Reading, writing and interactive communication (listening and speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant Level 1 curriculum. Upon completion of English Language Skills 1, learners have the communication skills required to provide personal care for clients in a complex care setting and to interact with clients and health team members.

Course Pre-Requisites (if applicable):

Admission to the Health Care Assistant/ESL Program
Course Co-requisites (if applicable):

HRCA 1103; HRCA 1105; HRCA 1120; HRCA 1122; HRCA 1130; HRCA 1140; HRCA 1135

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>CLO #1</td>
<td>Communicate and engage appropriately with clients, families and health team members in a complex care setting. Read and demonstrate an understanding of textbook and course materials for HCA/ESL Level 1.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply Develop and use strategies to understand unfamiliar written material.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use and respond to HCA/EAL Level 1 professional terminology accurately. Explain and discuss course concepts, main ideas, and details for HCA/ESL Level 1.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Respond effectively to verbal information, explanations, questions, requests, and directives in a complex care setting. Use professional terminology appropriate to HCA/ESL Level 1 in a readily understood manner.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Clearly and accurately document client information in a complex care setting. Respond effectively to verbal information, explanations, questions, requests, and directives.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Respond appropriately to shift reports in a complex care setting. Develop and use strategies to clarify and confirm verbal information.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Report Write HCA/ESL Level 1 Reflective Journals and course assignments clearly and appropriately to health team members in a complex care setting. in an appropriate format.</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Respond appropriately to written information in a complex care setting.</td>
</tr>
<tr>
<td>CLO #9</td>
<td>(Achievement of all course learning outcomes is measured using the CLB Listening 7, Speaking 7, Reading 6, and Writing 6 performance indicators.) Restate, explain, and respond appropriately to shift reports in a complex care setting.</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Speak appropriately and in a readily understood manner to clients and to health team members in a complex care setting.</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Listen attentively and respond appropriately to clients and to health team members in a complex care setting.</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Report clearly and appropriately to health team members in a complex care setting.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#12</td>
<td>Communicate in a caring manner during the care-giving process in a complex care setting.</td>
</tr>
<tr>
<td>#13</td>
<td>Read and demonstrate understanding of appropriate written information in a complex care setting.</td>
</tr>
<tr>
<td>#14</td>
<td>Write clear, appropriate client reports in a complex care setting.</td>
</tr>
<tr>
<td>#15</td>
<td>Respond appropriately to clients, family and health team members in a complex care setting.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- Lectures, interactive class activities, lectures-classroom activities, lab activities, activities, group work, work, clinical experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:
- Satisfactory (where "S" = 60%)
- Satisfactory (where "S" = 64%)

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 15</td>
<td>Listening and Speaking assignments (at the CLB 7 level) writing skills assessed through Health Care Assistant assignments and reflective journals</td>
</tr>
<tr>
<td>Assignments Quizzes/Tests</td>
<td>30 15</td>
<td>Reading reading and Writing vocabulary skills assessed through reading assignments (at the CLB 6 level) and vocabulary quizzes</td>
</tr>
<tr>
<td>Quizzes/Tests Lab-Work</td>
<td>10 30</td>
<td>Communication communication skills assessed during lab based on a rubric. Lab testing</td>
</tr>
<tr>
<td>Field Experience</td>
<td>20 35</td>
<td>Communication skills assessed in a complex care setting based on a rubric. Listening and interactive communication skills assessed during clinical experience</td>
</tr>
<tr>
<td>Type</td>
<td>Percentage</td>
<td>Brief description of assessment activity</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Participation attendance and participation in class and in online group activities based on a rubric.</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- **Lecture, Seminar, Online**
  - 100
- **Lab, Clinical, Shop, Kitchen, Studio, Simulation**
  - 50
- **Practicum**
- **Self Paced / Individual Learning**

**Course Topics**

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
</table>
Course Topics:

1. Writing development (clarity; organization; sentence structure; mechanics)
2. Writing for the HCA professional (emails, charts, shift report, documentation)
3. Reading for the HCA professional (charts, instructions, emails)
4. Reflective journalwriting:
   2: Writing assignments for Health Care Assistant Level 1 (clarification; organization; development; mechanics):
3: Reading Assignments a textbook for comprehension (Health Care Assistant Level 1 textbook topics)
5. topics):
4: Reading and vocabulary learning strategies
6. Strategies Understanding shift reports for effective communication within a complex care setting
7. settings (restating; explaining):
8: Skimming and scanning:
5: Medical Understanding and pronunciation of medical and professional terminology for HCA (Health Care Assistant Level 1 (meaning, use, and pronunciation)
8. 1):
6: Giving Understanding and following direction (acknowledging; clarifying; confirming; responding)
9. responding):
7: Giving and receiving shift reports for complex care settings (summarizing, restating; explaining)
10. Communication skills (including intercultural communication)
Understanding shift reports for complex care settings (restating; explaining):
8:Interacting with clients:
9:Interacting with the health care team:

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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?

Yes

Is this the primary proposal?

No

Primary Proposal

HCA EAL Program Content Guide
Course Change Request

Date Submitted: 04/26/21 11:03 am

Viewing: ELSK 0702 : English Language Skills 2

Last approved: 03/04/20 3:57 am

Last edit: 05/21/21 11:55 am

Changes proposed by: Ibeveridge

Programs referencing this course

51: Health Care Assistant Certificate (EAL Cohort)

Course Name:
English Language Skills 2

Effective Date: September 2021

School/Centre: Arts & Sciences Library, Language, and Teaching & Learning Services

Department: Health Care Assistant/ESL (5002)

Contact(s)

In Workflow
1. 5002 Leader
2. LLTL Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 04/26/21 11:12 am Lisa Beveridge (lbeveridge): Approved for 5002 Leader
2. 04/26/21 4:08 pm Shirley Lew (slew): Approved for LLTL Dean
3. 05/21/21 12:07 pm Todd Rowla (trowla): Approved for Curriculum Committee Chair

History
1. Aug 21, 2018 by Todd Rowla (trowla)
2. Mar 4, 2020 by Nicole Degagne (ndegagne)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
</table>
Banner Course: English Language Skills 2

Name: Lisa Beveridge, Judy Christie
E-mail: lbeveridge@vcc.ca, jchristie@vcc.ca
Phone/Ext.: 5129

Subject Code: ELSK - English Language Skills
Course Number: 0702
Year of Study: ESL Course
Credits: 6

Course Description:
Students continue to receive ongoing English language instruction in reading, writing, and support as they build on interactive communication (listening & speaking) skills are taught concurrently and in conjunction with topics in the skills developed in ELSK 0701. Health Care Assistant curriculum: Reading, writing, and interactive. This course builds upon the communication (listening and speaking) skills are taught concurrently and of a Health Care Assistant developed in conjunction with topics in the Health Care Assistant Level 2 curriculum. English Language Skills 1. Students continue to develop their listening, speaking, reading and writing skills through activities and real-world communicative tasks relevant to the healthcare setting and aligned with the performance outcomes at the target Canadian Language Benchmark (CLB) levels (Listening 7, Speaking 7, Reading 6, Writing 6). Strategies to develop learners’ acquisition of a professional vocabulary, reading skills, writing skills and oral presentation skills are emphasized. Students’ interpersonal professional communication skills are enhanced in class and in clinical while providing care for clients in a special care setting. Throughout the course, students also increase their awareness of workplace expectations, environment and appropriate language. Reading, writing, and interactive communication (listening & speaking) skills are taught concurrently and in conjunction with topics in the Health Care Assistant curriculum. Upon completion of ELSK 0702, students English Language Skills 2, learners have the communication skills required to provide personal care for clients in a special care setting and to interact professionally with clients and appropriately with clients and health team members.

Course Pre-Requisites (if applicable):
Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1130, HRCA 1140; HRCA 1135

Course Co-requisites (if applicable):
HRCA 1224, HRCA 1230, HRCA 1240, HRCA 1227, HRCA 1232
PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

| CLO #1 | Communicate and engage appropriately with clients, families and to health team members in a special complex care setting. Read and demonstrate an understanding of textbook and course materials for HCA/ESL Level 2. |
| CLO #2 | Choose and apply effective strategies to understand unfamiliar written material. |
| CLO #3 | Use and respond to HCA/EAL Level 2 professional terminology accurately. Explain and discuss course concepts, main ideas, and details for HCA/ESL Level 2. |
| CLO #4 | Respond effectively to verbal information, explanations, questions, requests, and directives in a special care setting. Use professional terminology appropriate to HCA/ESL Level 2 in a readily understood manner. |
| CLO #5 | Clearly and accurately document client information in a special care setting. Continue to respond effectively to verbal/oral information, explanations, questions, requests, and directives. |
| CLO #6 | Respond appropriately to shift reports in a special care setting. Continue to use strategies to clarify and confirm oral information. |
| CLO #7 | Report clearly and appropriately to health team members in a special care setting. Write HCA/ESL Level 2 course assignments clearly and in an appropriate format. |
| CLO #8 | Respond appropriately to written information in a special care setting. Give oral presentations in a readily understood manner. |
| CLO #9 | Plan, organize and present a group presentation. |

(Achievement of all course learning outcomes is measured using the CLB Listening 7, Speaking 7, Reading 6, and Writing 6 performance indicators.) Restate, explain, and respond appropriately to shift reports in a Special Care setting.

CLO #10 | Speak clearly and in a manner appropriate to clients in a Special Care setting. |
| CLO #11 | Listen attentively and respond appropriately to clients in a Special Care setting. |
| CLO #12 | Listen attentively and respond appropriately to health team members in a Special Care setting. |
| CLO #13 | Report clearly and appropriately to health team members in a Special Care setting. |
| CLO #14 | Communicate in a caring manner during the care-giving process in a Special Care setting. |
Upon successful completion of this course, students will be able to:

**CLO #15** Read and demonstrate understanding of appropriate written information in a Special Care setting.

**CLO #16** Write clear, appropriate client reports in a Special Care setting.

**CLO #17** Continue to respond appropriately to clients, family and health team members in a Special Care setting.

**Instructional Strategies:**

- Lectures, interactive class activities, lectures-classroom activities
- Lab activities, activities
- Group work, work
- Clinical experience

---

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory  
Passing grade: Satisfactory (where "S" = 65%)

**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 15</td>
<td>Listening and Speaking assignments (at the CLB 7 level) writing and oral skills assessed through Health Care Assistant assignments and group oral presentation</td>
</tr>
<tr>
<td>Assignments Quizzes/Tests</td>
<td>30 15</td>
<td>Reading reading and Writing vocabulary skills assessed through reading assignments (at the CLB 6 level) and vocabulary quizzes</td>
</tr>
<tr>
<td>Quizzes/Tests Lab Work</td>
<td>10 30</td>
<td>Communication communication skills assessed during Health Care Assistant Lab based on a rubric, testing</td>
</tr>
<tr>
<td>Field Experience</td>
<td>20 35</td>
<td>Communication skills assessed in a complex care setting based on a rubric. Listening and interactive communication skills assessed during HCA-clinical experience</td>
</tr>
<tr>
<td>Type</td>
<td>Percentage</td>
<td>Brief description of assessment activity</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Participation</td>
<td>10 5</td>
<td>Participation attendance and participation in class and in online group activities based on a rubric.</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online  
  90
- Lab, Clinical, Shop, Kitchen, Studio, Simulation  
  50
- Practicum
- Self Paced / Individual Learning

**Course Topics**

**Course Topics:**
Course Topics:

1. **Group Oral** presentation skills (planning; organizing; presenting)

2. Writing development (clarity; organization; sentence structure; mechanics)

3. Writing for the HCA professional (emails, charts, shift report, documentation)

4. Reading for the HCA professional (charts, instructions, emails)

5. Reading and vocabulary learning strategies

6. Writing assignments for Health Care Assistant Level 2 (clarification; organization; mechanics)

7. Reading Assignments a textbook for comprehension (Health Care Assistant Level 2 textbook topics)

8. Strategies for effective communication within a special care setting

9. Medical Understanding and pronunciation of medical and professional terminology for HCA (Health Care Assistant Level 2 (meaning, use, and pronunciation)

10. Giving Understanding and following direction (acknowledging; clarifying; confirming; responding).

11. Giving and receiving Understanding shift reports for special care Special-Care settings (summarizing, restating, explaining)

12. Communication skills (including intercultural communication)

   Communicating with clients with dementia:

   Interacting with clients with dementia:

   Interacting with the health care team:

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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?

Yes

Is this the primary proposal?

No

Primary Proposal

HCA EAL Program Content Guide
Course Change Request

Date Submitted: 04/26/21 11:03 am

Viewing: **ELSK 0703 : English Language Skills 3**

Last approved: 03/04/20 3:57 am

Last edit: 05/21/21 11:55 am

Changes proposed by: lbeveridge

Programs referencing this course

**51: Health Care Assistant Certificate (EAL Cohort)**

Course Name:

English Language Skills 3

Effective Date: September 2021

School/Centre: **Arts & Sciences** Library, Language, and Teaching & Learning Services

Department: Health Care Assistant/ESL (5002)

Contact(s)

In Workflow

1. 5002 Leader
2. LLTL Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 04/26/21 11:12 am Lisa Beveridge (lbeveridge): Approved for 5002 Leader
2. 04/26/21 4:08 pm Shirley Lew (slew): Approved for LLTL Dean
3. 05/21/21 12:07 pm Todd Rowla (trowla): Approved for Curriculum Committee Chair

History

1. Aug 21, 2018 by Todd Rowla (trowla)
2. Mar 4, 2020 by Nicole Degagne (ndegagne)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:

Students continue to receive ongoing instruction skills of learners of an additional language in the Health Care Assistant/ESL Program and support as they build on the skills developed in ELSK 0702. It focuses especially on the listening and speaking skills required to communicate effectively as a Health Care Assistant in an extended care setting, and on the Job Search Skills required to enter the workforce as a Health Care Assistant. Reading, writing, and vocabulary skills will continue to be developed, especially as they apply to the workplace. Reading, writing, and interactive communication (listening and speaking) skills are taught concurrently and in conjunction with situations and topics in the Health Care Assistant Level 3 curriculum. Clinical 3: Students continue to develop their listening, speaking, reading and writing skills through real world tasks within the clinical settings and are assessed using the target Canadian Language Benchmark (CLB) levels. Students’ interpersonal professional skills are enhanced required to provide personal care for clients in class and an extended care setting and in clinical while providing care for clients in a complex care setting. to interact with clients and members of the health team. Throughout the course, students also increase their awareness of workplace expectations, environment and appropriate language. Upon completion of ELSK 0703 students have it focuses especially on the communication listening and speaking skills required to provide personal care for clients communicate effectively as a Health Care Assistant in a complex care setting and an extended-care setting, and on the Job Search Skills required to interact professionally and appropriately with clients and health team members. enter the workforce as a Health Care Assistant.

Course Pre-Requisites (if applicable):

Completion of the following courses in the Health Care Assistant/ESL program: ELSK 0702, HRCA 1224, HRCA 1230, HRCA 1240, HRCA 1227, HRCA 1232
Course Co-requisites (if applicable):

HRCA 1328; HRCA 1329

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>CLO #1</td>
<td>Communicate clearly Restate, explain, and respond appropriately with clients and their families to shift reports in a complex an extended care setting.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Interact with other members of the health team in ways that contribute to effective working relationships and the achievement of goals. Speak clearly and in a manner appropriate to clients in an extended care setting.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Clearly Listen attentively and accurately document client information respond appropriately to clients in a complex an extended care setting.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Respond effectively to verbal Listen attentively and written information, including explanations, questions, requests, and directives respond appropriately to health team members in a complex an extended care setting.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply strategies Report clearly and appropriately to understand unfamiliar written materials and spoken information health team members in a complex an extended care setting.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Prepare a resume and cover letter related to a job application. Communicate in a caring manner during the care-giving process in an extended care setting.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Apply job search techniques to meet their career plan. Read and demonstrate understanding of appropriate written information in an extended care setting.</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Prepare for and complete a job interview related to their career goals. Write clear, appropriate client reports in an extended care setting.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #9  Demonstrate CLB Listening 7, Speaking 7, Reading 6, and Writing 6 outcomes and standards as evidenced by the performance indicators listed in the current CLB document.

(Achievement of all course learning outcomes is measured using the CLB Listening 7, Speaking 7, Reading 6, and Writing 6 performance indicators.)

Continue to respond appropriately to clients, family and health team in an extended care setting.

CLO #10  Understand job postings as they apply to HCA.

CLO #11  Prepare a resume, cover letters, and references for a HCA position.

CLO #12  Understand the literal and underlying meaning of job interview questions.

CLO #13  Know where and how to apply for a job as a HCA.

CLO #14  Complete appropriate job application forms, both hard copy and on-line.

CLO #15  Know how to apply to the BC Care Aide and Community Health Worker Registry.

Instructional Strategies:

- Lectures, group and individual activities, online activities, discussions, field experience
- Lectures-classroom activities-group work-clinical experience

Evaluation and Grading

Grading System:  Satisfactory/Unsatisfactory

Passing grade:  Satisfactory (where "S" = 70%)  64%

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>20 35</td>
<td>Listening and Speaking assignments at the CLB 7 level. Job Search readiness is assessed through resume, cover letter, references, and mock interviews</td>
</tr>
<tr>
<td>Type</td>
<td>Percentage</td>
<td>Brief description of assessment activity</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assignments Field Experience</td>
<td>20 60</td>
<td>Reading and writing assignments at the CLB 6 level listening and interactive communication skills critical to employment after graduation</td>
</tr>
<tr>
<td>Field Experience Participation</td>
<td>60 5</td>
<td>Communication skills assessed in a complex care setting based on a rubric. attendance and participation in class and group activities</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

30

Practicum

Self Paced / Individual Learning

**Course Topics**

- **Course Topics:**
Course Topics:

1. Job search skills
2. Search Skills:
3. Employment interviews
4. Where to apply for a job:
5. Preparing a resume:
6. Resume, cover letter, Understanding and responding to job application
7. Employment interviews
8. Interview questions
9. Job description & job postings
10. Preparing a resume:
11. Preparing a Cover Letter:
12. Preparing References:
13. Completing Job Application Forms:
14. How to apply for a job:
15. The BC Care Aide and Community Health Worker Registry:
16. Clinical Practice:
17. Understanding shift reports in an extended care setting:
18. Interacting with clients in an extended care setting:
19. Interacting with co-workers in an extended care setting:
20. Effective communication interacting with the health care team in a complex care setting
21. An extended care setting:
22. Intercultural communication
23. Documentation of resident information Writing client reports in an extended care setting:

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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?

Yes

Is this the primary proposal?

No

Primary Proposal

HCA EAL Program Content Guide
From January to May 2021, Curriculum Committee approved the following minor curriculum changes:

- Updates to the course description of DRFT 1294 Connection & Layout Geometry
- Updates to instructional strategies, design, and delivery mode in the Steel Construction Modelling Technician Certificate program content guide
- Minor revisions to the Baking and Pastry Arts - Artisan Baking Certificate and Baking and Pastry Arts - Pastry Certificate program content guides, and updates to five course outlines (including changes to pre-requisites and course learning outcomes):
  - BAKG 1230 Work Experience
  - BAKG 1344 Savoury Baking & Flatbreads
  - BAKG 1345 Catering & Special Orders
  - BAKG 1346 Capstone Project
  - BAKG 1350 Wedding Cakes & Marzipan
- Updates to recommended characteristics of students in the Medical Device Reprocessing Technician Certificate program content guide
- Updates to the Graphic Design Diploma program content guide to allow for a part-time option, and updates to advanced entry (Year 2) admission requirements
- Deactivation of the following programs (replaced by the Administrative Professional Certificate):
  - Administrative Professional 1 Certificate
  - Administrative Professional 2 Certificate
- Deactivation of the following courses, which are no longer taught:
  - ESTH 1100 Intro Skin and Body Therapies
  - ESTH 1105 Safe Practices
  - ESTH 1225 Practicum
  - GEMM 1110 Gemmology Accelerated Program
  - MDRT 1101 Medical Reprocessing Theory
  - MDRT 1102 Medical Reprocessing Practicum
  - MUSC 3294 New Music Ensemble 6
- MUSC 3298 Jazz Orchestra
- MUSC 3299 Jazz Ensemble 6
- MUSC 549 Fretted Instrument Minor Study
- MUSC 659 Classical Keyboard Minor Study

- Deactivation of the following courses, which were revised and assigned new course numbers:
  - MATH 0311 Mathematics Level 1
  - MATH 0312 Mathematics Level 2
  - MATH 0313 Mathematics Level 3
  - MATH 0314 Mathematics Level 4
  - MATH 0315 Mathematics Level 5
  - MATH 0316 Mathematics Level 6

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 31, 2021
DECISION NOTE

PREPARED FOR: Education Council
DATE: June 8, 2021
ISSUE: D.3.6 Admissions Policy

BACKGROUND:

Policy D.3.6 Admissions guides the principles and practice by which VCC admits students to the College and to specific programs or courses.

The Registrar’s Office, in consultation with International Education, proposes merging content from policy C.2.1 International Students on Study Permits into D.3.6 Admissions to streamline admissions policy. The recommendation is to rescind policy C.2.1 once the consolidated policy D.3.6 is approved. Other changes to this policy are minor, mostly to reflect updated wording.

DISCUSSION:

No concerns about the proposed policy merger were noted.

Education Policy Committee suggested several wording changes and requested a definition of “visiting student” (Procedure #2).

There was discussion about the role of the department in admitting students that do not meet formal admission requirements. This process is outlined in some program content guides, and it was suggested to manage this at the department level, rather than include it in the policy and procedures.

RECOMMENDATION:

THAT Education Council send, in the form presented at this meeting, D.3.6 Admissions policy and procedures out for community feedback.

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee
DATE: May 31, 2021
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.

The College has related policies that may affect enrolment decisions for student applicants who are Indigenous and/or have a disability and/or have non-traditional educational backgrounds.

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, gender expression, 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 (IRCC) to study in Canada are eligible to apply for admission.

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

9. International students are required to meet IRCC regulations for studying in Canada. 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. In consultation with various internal and external stakeholders, reasonable limits may be placed on international student enrolment on a program-by-program basis. External stakeholders may include regulatory bodies such as the Industry Training Authority and/or Immigration, Refugee and Citizenship Canada.

12. VCC encourages the admission of international students where such admissions do not displace domestic students, where unused capacity exists, or where the capacity can be increased.

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

14. 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.

International Student: Students who meet the Immigration, Refugee and Citizenship Canada Guidelines established for international students to be eligible to study in Canada. With a few exceptions, international students must have a valid study permit if they are taking a course of studies that will last for more than six months.

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 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.

Visiting Student: A student who is currently enrolled in a program of study at another recognized post-secondary institution, and who applies to complete specific course(s) at VCC for transfer credit back to their home institution.

RELATED LEGISLATION & POLICIES

Legislation
British Columbia Human Rights Code
Immigration and Refugee Protection Act
Criminal Records Review Act

Policies
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Grading, Progression and Withdrawal
C.1.3 Granting of Credentials
C.2.1 International Students on Study Permits
D.3.5 Prior Learning Assessment and Recognition
D.3.6.1 Flexible Admissions
D.3.7 Tuition and Fees
D.3.10 Indigenous 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 Tuition and Fees Policy (D.3.7) will be treated as domestic students for the purpose of enrolment, tuition fee assessment, scholarship and award funding.
   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. To be considered as a visiting student, applicants must present the following:
   a. A completed application noting their request to be considered a visiting student; and
   b. A Letter of Permission from their home institution which stipulates the course(s) the student will take at VCC, and that will be recognized at their home institution.

3. As part of the annual enrolment planning process determinations will be made around reasonable limits on international student admission on a program by program basis.

4. 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.

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

6. 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.

Program/Course Admission Requirements

7. 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.

8. 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

9. 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.

10. Applicants will pay an application fee where required.

11. 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 Indigenous Education Enrolment Policy (D.3.10).

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

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

Transfer Credit

14. 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)

15. 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

16. 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.

17. 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

18. 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.

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

20. 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.

21. 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.
DECISION NOTE

PREPARED FOR: Education Council
DATE: June 8, 2021
ISSUE: C.2.1 International Students on Study Permits Policy

BACKGROUND:
Policy C.2.1 International Students on Study Permits details the educational opportunities for international students on valid study permits by outlining the principles and procedures by which seats are made available to such students.

The Registrar’s Office, in consultation with International Education, proposes rescinding this policy and merging its content into policy D.3.6 Admissions. This proposal would streamline admissions policy.

DISCUSSION:
No concerns about the proposed policy merger or rescission were noted.

RECOMMENDATION:
THAT Education Council send C.2.1 International Students on Study Permits policy and procedures out for community feedback.

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee
DATE: May 31, 2021
POLICY

Context and Purpose
This policy details the educational opportunities for international students on valid study permits by outlining the principles and procedures by which seats are made available to such students.

Scope and Limits
This policy applies to all College programs for which international students on valid study permits are eligible.

Review D.3.6 Admissions Policy for overall admissions criteria to enter the College.

Statement of Policy Principles
1. VCC admits qualified applicants in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.
2. The College may admit international students who hold a valid study permit.

Definitions
International Student: Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by Citizen and Immigration Canada.

Related Policies
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Grading, Progression and Withdrawal
C.1.3 Granting of Credentials
C.2.2 Eligibility for Domestic Fees
D.3.8 Criminal Record Check
D.3.10 Aboriginal Education Enrolment
D.3.5 Prior Learning Assessment and Recognition
D.3.6 Admissions
D.3.6.1 Flexible Admissions
D.4.1 Students with Disabilities
D.4.2 Student Grievance

Related Procedures
Refer to C.2.1 International Students on Study Permits Procedures.
1. The College will offer seats to students on a valid study permit where such admissions do not operate to displace Canadian students, where unused capacity exists, or where the capacity can be increased using fees paid by international students.

2. Where program demand is high, additional sections/programs funded by revenue generated by international students on study permits will be added to accommodate such students. In this case, wherever possible, international students will be integrated throughout all sections so as to avoid sections populated only by international students on study permits. Where special program requirements do not permit integration, the additional section(s) will be operated as a separate, fully-funded cohort(s).

3. International students on study permits may not be eligible for certain programs offered through the Industry Training Authority or other government authorities. The College follows the guidelines imposed by the relevant authorities in considering eligibility.

RELATED POLICY

Refer to C.2.1 International Students on Study Permits Policy.
BACKGROUND:
During the Quality Assurance Process Audit (QAPA) completed by VCC in 2019, one of the recommendations was to perform a gap analysis comparing VCC’s program renewal process with various accreditations processes completed by VCC programs. These occur primarily in the School of Health Sciences and more recently in Trades/Technology programs. VCC’s Policy C.3.2 Program Review and Renewal exempts programs that complete accreditations from the program renewal process.

The concern is that accreditation processes are often focused on the set standards and competencies delivered in the curriculum and whether it meets the requirements of the external body. While the Education Quality Committee (EQC) acknowledged this is crucial, the program renewal process includes looking at other program needs, such as departmental structure, workload and operational matters.

A working group was established at the May 2020 meeting of the EQC consisting of the following members: Todd Rowlatt (Chair of EQC), Pervin Fahim (Operations Manager of School of Health Sciences), Julie Gilbert (Instructional Associate and former Department Head of Practical Nursing), Lucy Griffith (Instructional Associate and former Department Head of Hair & Esthetics), and Heidi Parisotto (member of EQC and former Department Head of Certified Dental Assisting).

The working group was tasked with the following:

1. Perform the gap analysis and provide recommendations.
2. If required, design a manageable process to review accreditations and identify additional tasks required of programs.
3. Make recommendations regarding the Program Review and Renewal policy based on the completed analysis.

DISCUSSION:
The working group began by comparing six (6) accreditations currently used by VCC programs to the College’s program renewal. The matrix compares both elements of the process used during the accreditations (e.g. was there a required self-study? Were there feedback opportunities for current students?) and the aspects/elements reviewed (e.g. student outcomes, instructional methods). See Appendix B for the matrix and the list of accreditations evaluated.

The working group found that the procedural elements in accreditations were typically consistent with program renewal standards, but there were gaps in some of the elements covered.
• There are very few gaps in elements related to “Curriculum & Instruction” and “Student Outcomes.” Most accreditations are interested in the same common elements.
• “Instructors & Staff” and “Student Support Services” have moderate gaps, primarily in the topics of Workload, Instructor Evaluations, Student Feedback on Services, and Accessibility of Services.
• “Program Planning & Administration” and “Physical & Learning Environments” have the most concerning gaps. Questions related to program planning, department resources, support staff resources, succession planning, and articulation/affiliations are often missing. While physical environments are reviewed, very few ask about online learning environments or educational technology.

Based on these findings, the working group is recommending that Education Quality Committee adopt an ongoing process to evaluate all accreditation processes. The process and form are detailed in Appendix A: VCC Quality Assurance Process for Externally Accredited or Reviewed Programs. The form would help identify gaps in a specific accreditation process with an Evaluation Committee assigned to work with a program and determine if any additional actions are required. The working group believes this process will enable additional points of discussion related to program planning and operations, succession planning, and online learning that would otherwise be missed.

VCC’s Program Renewal

The working group has identified four (4) suggestions about the College’s program renewal process. Some of these suggestions might require edits to the PRR policy, but many could be integrated into the supporting documentation used by the Centre for Teaching, Learning, and Research for renewals.

1. Most accreditation processes require progress reports on identified actions be completed in the years following an accreditation. Program renewal does not, and that leaves EQC uncertain about progress made on their identified actions. Could that be built more explicitly into the annual program review process?
2. Additional focus on Indigenization, Equity, Diversity and Inclusion (EDI), and intercultural education is needed. These could be added to the sections related to curriculum/teaching, physical and digital spaces, employee complements and program planning.
3. The Institutional Learning Outcomes (ILOs), Universal Design for Learning (UDL) and more online/blended learning strategies would also be beneficial additions.
4. These additional topics (as suggestions, not requirements) would add value to the renewal process:
   a. Research
   b. Involvement in College activities
   c. Work-integrated learning and practicum support
   d. Mentorship of new instructors and of department leads
   e. Explicit mention of the different types of student support services (e.g. Indigenous services, advising services, financial support)

Education Quality Committee discussed the recommendations at its March and April meetings, and supported this approach. The committee plans to review policy C.3.2 Program Review and Renewal with regards to the four suggestions related to program renewal.
RECOMMENDATION:
THAT Education Council adopt the VCC Quality Assurance Process for Externally Accredited or Reviewed Programs.

ATTACHMENTS:
Appendix A: VCC Quality Assurance Process for Externally Accredited or Reviewed Programs
Appendix B: Comparison of VCC Program Renewal to Accreditation Processes

PREPARED BY: Pervin Fahim, Julie Gilbert, Lucy Griffith, Heidi Parisotto, Todd Rowlatt

DATE: April 29, 2021
VCC Quality Assurance Process for Externally Accredited or Reviewed Programs

Program Name:

Program Leads:

Date:

Purpose
To determine if there are any areas and topics that are part of the VCC program renewal process that are not covered by your program’s accreditation process.

Accreditation processes are often focused on the set standards and competencies delivered in the curriculum and whether it meets the requirements of the external body. While this is crucial, the program renewal process includes looking at other program needs, such as departmental structure, workload and operational matters. In doing so, program renewals tend to provoke discussions to ensure high quality and sustainable programs.

By completing the form below, the external accreditation process is compared to VCC’s program renewal process and gaps are identified. Subsequently, a meeting is set up with a subcommittee of the Education Quality Committee to determine if any additional actions are required beyond what is required by the accreditation process.

Process
Complete the form below.
This will typically be done collectively by the department head, instructional associate assigned to the accreditation, the dean, and any additional members of the department heavily involved in the accreditation process.

When to complete this form?
We recommend you complete this form after you have completed the initial accreditation report/self-study or when the external review committee has finished their visit. It must be completed before the end of your accreditation review process.

What is the review process?
A three (3) member subcommittee of the Education Quality Committee will be assigned to your review and will meet with the accreditation leads for your program to discuss any potential gaps in your accreditation.

If additional actions are required due to identified gaps, the subcommittee will provide a reasonable timeframe for your department to complete the work.

Upon completion of the accreditation process, please complete this form and submit to edco@vcc.ca.
**SECTION 1: Process**

Does the program accreditation process include the following elements?

*Comments are not required*

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*Additional Comments:*
SECTION 2: Topics Included in Accreditation Review

There are six (6) areas of discussion required by the College’s Program Renewal. These are covered in detail in the self-study (or report submitted to the accreditation body) and are then reviewed by the external panel.

Does the program accreditation process require discussion of the following topics:

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### Research and scholarly activities

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SECTION 3: REVIEW BY EVALUATION SUBCOMMITTEE

*To be completed by the 3-person Evaluation Subcommittee assigned by the Education Quality Committee

Are there any significant gaps in the program accreditation process compared to the College’s Program Renewal requirements?

If yes, what actions are required?

What is the timeframe for these actions to be completed?

Additional Comments:

Date Reviewed by Evaluation Subcommittee:

Date Reviewed by Education Quality Committee:
Appendix A: Comparison of VCC Program Renewal to Accreditation Processes

The evaluation committee compared the process and topics covered in the VCC program renewal process to six (6) accreditations processes currently used by VCC programs. The six accreditations reviewed were:

1. Canadian Association of Schools of Nursing (CASN): Bachelor of Science in Nursing program
2. BC College of Nurses and Midwives (BCCNM): Bachelor of Science in Nursing and Practical Nursing programs
3. Technology Accreditation Canada: CAD & BIM program
4. Commission on Dental Accreditation of Canada: Certified Dental Assisting program
5. Physiotherapy Education Accreditation Canada (PEAC): Occupational & Physical Therapy Assistant (OPTA) program
6. National Automotive Technicians Education Foundation (NATEF): Automotive Service Technician (AST) program

The following aspects were compared:

1. Process requirements
2. Topics covered during the analysis:
   a. Curriculum & Instruction
   b. Instructors & Staff
   c. Student Outcomes
   d. Student Support Services
   e. Program Planning & Administration
   f. Physical & Learning Environments
   g. Governance

This matrix was used to inform the creation of the quality assurance process detailed in Appendix A and in the recommendations made regarding VCC’s program renewal process.
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<th>BCCNM (Nursing)</th>
<th>Technology Accreditation (Drafting)</th>
<th>CDAC (Certified Dental Assisting)</th>
<th>PEAC (OPTA)</th>
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**Program Planning & Administration**

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2020 HIGHLIGHTS

- COVID-19 Pandemic Response: Move to Alternative Delivery and Adjustments to Governance Processes
- Academic Master Plan Development
- Academic Plan 2020-2023
- Academic Schedule 2021/22
- Enrolment Plan 2020/21
- Campus Master Plan
- Online Experience Student Survey
- Indigenization Framework Planning Process Consultations

PROPOSALS FOR NEW PROGRAMS

Education Council accepted the following concept papers for information:

- Teaching Online Certificate (January 14, 2020)
- TESOL Certificate – Level 1 (February 11, 2020)
- Information Technology Operations, Administration, and Security (May 12, 2020)
- Accounting and Marketing Technology Diplomas (May 12, 2020)
- Jewellery Art & Design (June 9, 2020)
- Nail Technology Certificate (October 13, 2020)
- Health Care Assistant Diploma (International Cohort) (November 10, 2020)

PROGRAM/EDUCATIONAL SERVICE RENEWALS

Education Council accepted the following renewal reports for information:

Program Renewals:
- Music Degree
- Building Manager Certificate
- Interior Design Certificate (suspended)

Educational Service Renewals:
- Counselling Services

Accreditation/Recognition Reports:
- Occupational/Physical Therapist Assistant Program (OPTA)

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August. There were additional meetings in March and April, and a consent resolution in June.

2020 meeting dates: January 14 February 11 March 10
MEMBERSHIP

Chair: Elle Ting
Vice-Chair: Andrew Candela (to August 2020); Natasha Mandryk (from September 2020)
Executive: Elle Ting, Andrew Candela (to August 2020), Natasha Mandryk, Lucy Griffith, Todd Rowlatt
(from September 2020)

Faculty, Transportation Trades and Technology  Lucy Griffith  Nov 2019-Oct 2021
Faculty, Arts and Sciences  Natasha Mandryk  Nov 2018-Oct 2020
Faculty, College-at-Large  Denise Beerwald  Nov 2018-Oct 2020
Faculty, College-at-Large  Sarah Kay  Nov 2020-Oct 2022
Faculty, Arts and Sciences  Andrew Candela  Nov 2018-Aug 2020
Faculty, Health Sciences  Shantel Ivits  Nov 2020-Oct 2022
Faculty, Student Success  Nona Coles  Nov 2018-Oct 2020
Faculty, Student Success  Blair McLean  Nov 2020-Oct 2022
Faculty, College-at-Large  Shawna Broekhuizen  Nov 2019-Jan 2020
Faculty, College-at-Large  Julie Gilbert  Mar 2020-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design  Elle Ting  Nov 2019-Oct 2021
Faculty, Library & Learning Centre  Todd Rowlatt  Nov 2019-Oct 2021
Registrar  Dave McMullen  Jan 2020-Dec 2020
Dean, School of Health Sciences  Jo-Ellen Zakoor  Jan 2020-Dec 2020
Dean, School of Trades, Technology & Design  Brett Griffiths  Jan 2020-Dec 2020
Vice President, Academic & Research  David Wells  Jan 2020-Dec 2020
Broadway/ Annacis Island Campus  Lisa Hunter  Mar 2020-Oct 2020
Broadway/ Annacis Island Campus  Julia Skye Summers  Nov 2020-Oct 2021
Broadway/ Annacis Island Campus  Marcus Ng  Mar 2020-Oct 2020
Downtown Campus  Sukhmanjot Singh  Nov 2020-Oct 2021
Downtown Campus  Natasha  Nov 2020-Oct 2021
Downtown Campus  Jessica Yeung  Mar 2020-Oct 2020
Downtown Campus  Vacant  Nov 2020-Oct 2021
Support Staff, College-at-Large  Ali Oliver  Mar 2020-Oct 2021
Support Staff, College-at-Large  Shane McGowan  Mar 2020-Oct 2021
VCC President & CEO  Ajay Patel  Ex officio
EDUCATION COUNCIL ELECTIONS
Education Council had its elections for this year at its December 2019 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2020:

- Chair of Education Council: Elle Ting
- Vice-Chair of Education Council: Andrew Candela
- EDCO Executive Members: Natasha Mandryk and Lucy Griffith
- Chair of Appeals Oversight Committee: Lucy Griffith
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Andrew Candela
- Chair of Education Quality Committee: Todd Rowlatt

By-elections were held for several positions. All elections were by acclamation. The following members were elected:

- Vice-Chair of Education Council: Natasha Mandryk (September–December 2020)
- Chair of Education Policy Committee: Natasha Mandryk (September–December 2020)
- EDCO Executive Member: Todd Rowlatt (September–December 2020)

EDCO PLANNING DAY
Education Council held a half-day planning session on November 20. Members discussed quality assurance for online design and delivery, led by Andrew Dunn; academic integrity in the online environment; and fighting isolation and building community in online teaching and learning. Consultants Robert Daum and Lindsay Heller led a discussion on Indigenizing and decolonizing curriculum, and introduced their equity, diversity, and inclusion (EDI) readiness assessment project. The latest draft of VCC’s Teaching and Learning Framework was shared.

STANDING COMMITTEES

CURRICULUM COMMITTEE
Chair: Todd Rowlatt
Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

The committee met with consultants Robert Daum and Lindsay Heller to discuss Indigenizing curriculum, and plans to work on incorporating Indigenization and EDI considerations into its resources for curriculum developers and reviewers.

A Provisional Approval of New Programs Ad Hoc Committee was established for the Electronics Repair Technology Diploma program. Two new programs were approved under the provisional approval process: the Accounting and Marketing Technology Diploma programs.

In 2020, Curriculum Committee approved 13 proposals and recommended 39 proposals to Education Council.
Approved by Curriculum Committee:

School of Arts & Sciences
- New effective date of May 2020 for course CMPT 2225 Data Structures and Programming
- Updates to course MUSC 3107 Career Opportunities 2
- Update to the course outline for SIGN 1000 American Sign Language Level 1
- Revisions to four (4) science courses: BIOL 1220 Human Anatomy and Physiology 2, CHEM 0871 Chemistry 11 Part 2, CHEM 0993 Chemistry 12 Part 2, PHYS 0993 Physics 12 Part 2
- Revisions to SIGN 1440 Becoming an Ally 1 and SIGN 2400 Becoming An Ally 2

Centre for Continuing Studies
- Updates to course GLDU 1205 Indigenous People and the Canadian Judicial System

School of Hospitality, Food Studies & Applied Business
- Change to the order of delivery of four courses in the Business and Project Management Post Degree Diploma program, and removal of course pre- and co-requisites for these courses
  - MGMT 2022 Project Leadership
  - MGMT 2027 Integration Management
  - MGMT 2028 Quality and Resource Management
  - MGMT 2029 Communication and Stakeholder Management

School of Health Sciences
- Updates to the evaluation plans of NURS 1006 Integrated Nursing Practice 1, NURS 2006 Integrated Nursing Practice 2, and NURS 4005 Integrated Nursing Practice 4
- Updates to the Health Care Assistant Certificate program content guide

School of Instructor Education
- Revisions to course PIDP 3270 Capstone Project
- Revisions to the Teaching Online Certificate program content guide

School of Trades, Technology & Design
- Updates to courses DRFT 1326 Job Search Skills and DRFT 1380 CAD 3D and Assemblies

Approved by Education Council and/or Board of Governors:
- Omnibus motion to update Admission Requirements and Prior Learning Assessment & Recognition (PLAR) language for a number of programs
- Curriculum Committee as the approval body for course and program deactivations within Courseleaf CIM, except for those programs and courses that are within the process of suspension and/or discontinuance as governed by Policy C.3.3 Suspension and/or Discontinuance of Programs

COVID-19 Pandemic Response:
- Pilot program using the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions for the 2020/21 year
- Temporary changes to Education Council processes for the duration of the pandemic (Appendix A)
• Provisional process for curriculum changes necessitated by the pandemic (Appendix B)

Affiliation Agreements
• Affiliation Agreement between Vancouver Film School (VFS) and VCC for the Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma program

New Programs:
• Accounting Diploma
• Addiction Counselling Skills Advanced Certificate
• Administrative Professional Certificate (International)
• Automotive Collision and Refinishing Foundation Certificate & Automotive Collision and Refinishing Foundation Certificate (E-pprentice) (approved by Board February 10, 2021)
• Early Childhood Care and Education Diploma (International Cohort)
• IT Operations Professional Certificate
• Jewellery Art & Design Certificate and Jewellery Art & Design Diploma (pending Board approval)
• Marketing Technology Diploma
• Nail Technology Certificate (approved by Board March 31, 2021)
• Network Security Advanced Certificate
• Network Technology Administration and Security Post-Degree Diploma
• Teaching English to Speakers of Other Languages (TESOL) Short Certificate
• Teaching Online Certificate
• VR/AR Design and Development Diploma

Deactivated (replaced) programs:
• Administrative Assistant Certificate
• Auto Collision Repair Technician Certificate
• Auto Collision Repair Technician Certificate (High School Cohort)
• Auto Refinishing Prep Technician Certificate

Suspended Programs:
• Renal Dialysis Technician Short Certificate

Discontinued Programs:
• Interior Design Certificate

Changes by School:

School of Arts & Sciences

New Courses:
CMPT 1030 Introduction to Game Engines  DHHE 0620 English Foundations 2
CMPT 1040 Introduction to 2D/3D Asset Creation  DHHE 0630 English Foundations 3
CMPT 2030 Industry Practicum  DHHE 0640 English Foundations 4
COMP 0300 Introduction to Online Learning in Basic Education  DHHE 0621 Living Successfully with Hearing Loss Level 3
DHHE 0600 English Foundations - Bridge  MATH 0300 Topics in Fundamental Mathematics
DHHE 0610 English Foundations 1
Deactivated Courses:
ACED 0701 Assessment & Career Options
ACED 0706 Effective Communication

- Updates, including a name change, to the course outlines for DHHE 0618 and 0619 Living Successfully with Hearing Loss Level 1 & 2
- Revisions to 15 course outlines in the Deaf and Hard of Hearing Adults Job Readiness Certificate program
- Update to the Associate of Arts and Associate of Science Degree program content guides to align with BC Transfer Guide requirements
- Revisions to eight (8) university-transfer courses to align with the Common First-Year Engineering Curriculum
- Revisions to the First-year University Transfer Engineering Certificate program content guide
- Revisions to MUSC 3117 Creative Music Improvisation 1
- Program content guide for the new VR/AR Design and Development Diploma, including three (3) new courses

Centre for Continuing Studies

New Courses:
CNSK 2502 Foundations of Addiction Counselling Skills
CNSK 2503 Introduction to Trauma Informed Practice
CNSK 2504 Introduction to Concurrent Disorders Across the Lifespan
CNSK 2506 Addiction and Human Behaviour
CNSK 2507 Addiction and Public Policy
CNSK 2508 Addiction Assessment Skills
CNSK 2509 Group Facilitation Skills
CNSK 2510 Indigenous Perspectives and Addiction Across the Lifespan
CNSK 2511 Practicum
ITOP 1101 A+ Hardware
ITOP 1102 Networking Fundamentals
ITOP 1103 Windows Server Fundamentals
ITOP 1104 Active Directory
ITOP 1105 Security Fundamentals
ITOP 1106 Service Manager
ITOP 1107 Linux Server Fundamentals
ITOP 1108 Windows Desktop Support
ITOP 1109 PowerShell
ITOP 2201 Professional Development

- Program content guide for the new Addiction Counselling Skills Advanced Certificate and nine (9) new courses
- Program content guides for three (3) new programs and 25 new course outlines: Network Technology Administration and Security Post-Degree Diploma, IT Operations Professional Certificate, and Network Security Advanced Certificate
- Updates to the Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate program content guides to include a term structure

School of Health Sciences

New Courses:
HRCA 1197 Foundations
HRCA 1292 Common Health Challenges 2

Deactivated Courses:
HRCA 1131 Health and Healing
HRCA 1193 Personal Care & Assistance 1
HRCA 1194 Common Health Challenges
HRCA 1195 Health & Healing
HRCA 1196 Clinical 1
HRCA 1226 Common Health Challenges
HRCA 1290 Personal Care & Assistance 2
HRCA 1390 Clinical 2

- Updates to the program content guide for the Dental Technology Sciences Diploma program
- Revisions to the Bachelor of Science in Nursing (First Year Entry) program content guide to include a competitive selection process for admission based on GPA and CASPer test results
- Updates to the Health Care Assistant Certificate program, including revisions to six (6) courses and creation of two (2) new courses
- Revisions to the Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry) program content guides and 38 course outlines, as well as revisions to four (4) LPN Bridging to BSN course outlines (NURS 1357, NURS 1358, NURS 1359, and NURS 1399)

School of Hospitality, Food Studies & Applied Business

New Courses:
ELSK 1028 English for Culinary Arts 2
ELSK 1038 English for Culinary Arts 3
MGMT 1012 Indigenous Business in Canada
MGMT 1021 Computer Applications for Management
MGMT 1024 Customer Relationship Management
MGMT 1035 Financial Accounting 1
MGMT 1045 Financial Accounting 2
MGMT 2001 Accounting Software Applications
MGMT 2002 Canadian Income Tax 1
MGMT 2003 Business Data Analytics
MGMT 2004 Professional Selling
MGMT 2005 Marketing Automation
MGMT 2009 Advertising and Marketing
MGMT 2031 Customer Relationship Management (CRM) Software Administration
MGMT 2035 Management Accounting
MGMT 2041 Advanced Customer Relationship Management (CRM) Administration
MGMT 2045 Intermediate Accounting 1
MGMT 2055 Intermediate Accounting 2

Deactivated Courses:
OADM 1101 Speed & Accuracy 1
OADM 1120 Business Communications 1
OADM 1121 Human Relations
OADM 1122 Introduction to Computers & Word
OADM 1125 Spreadsheets (Excel)
OADM 1130 Business Communications 2
OADM 1132 Intermediate Word & PowerPoint
OADM 1142 Document Formatting
OADM 1200 Speed and Accuracy 2
OADM 1223 Basic Bookkeeping
OADM 1226 Office Procedures
OADM 1228 Office Simulation
OADM 1233 Computerized Accounting
OADM 1238 Work Experience
OADM 1240 Electronic Transcription
OADM 1252 Database & Office Integration
• Revisions to the Professional Cook 1 Certificate (EAL Cohort) program, including updates to courses CULI 1182 and CULI 1183, and revisions to course ELSK 1018 English for Culinary Arts 1
• Update to the Business and Project Management Post Degree Diploma program content guide
• Program content guide for the new Accounting Diploma and nine (9) new courses
• Program content guide for the new Marketing Technology Diploma, one (1) revised and seven (7) new courses
• Revisions to the Administrative Professional Certificate program content guide and program name (removing “International”)

School of Instructor Education

New Courses
EDUC 4250 Foundations of Online Teaching and Learning
EDUC 4251 Developing and Designing Online Learning
EDUC 4252 Facilitation of Online Learning
TESO 1246 Foundations of TESOL in Adult Learning Environments 1

• Program content guide for the Teaching English to Speakers of Other Languages (TESOL) Short Certificate and five (5) new courses
• Program content guide for the new Teaching Online Certificate and three (3) new courses

School of Trades, Technology & Design

New Courses:
ACAP 2002 Auto Body and Collision Technician Level 2
ACAP 2003 Auto Body and Collision Technician Level 2 (E-pprentice)
ACAP 3002 Auto Body and Collision Technician Level 3
ACAP 3003 Auto Body and Collision Technician Level 3 (E-pprentice)
ACAP 4002 Auto Body and Collision Technician Level 4
ACAP 4003 Auto Body and Collision Technician Level 4 (E-pprentice)
ACRF 1100 Occupational Safety
ACRF 1110 Industry Readiness
ACRF 1120 Construction and Components
ACRF 1130 Tools, Equipment and Maintenance
ACRF 1140 Welding, Heating and Cutting Steel
ACRF 1150 Metal Panels and Components
ACRF 1160 Plastic Panels and Components
ACRF 1170 Organize, Document and Communicate
ACRF 1180 Refinish Preparation
ACRF 1185 Refinish Application
ACRF 1190 Interior and Exterior Detailing
ACRF 2100 Occupational Safety (E-pprentice)
ACRF 2115 Shop Experience (E-pprentice)
ACRF 2120 Construction and Components (E-pprentice)
ACRF 2130 Tools and Equipment (E-pprentice)
ACRF 2140 Welding, Heating and Cutting Steel (E-pprentice)
ACRF 2150 Metal Panels and Components (E-pprentice)
ACRF 2160 Plastic Panels and Components (E-pprentice)
ACRF 2170 Organize, Document and Communicate (E-pprentice)
ACRF 2180 Refinish Preparation (E-pprentice)
ACRF 2185 Refinish Application (E-pprentice)
ACRF 2190 Interior and Exterior Detailing (E-pprentice)
ACRP 1102 Automotive Collision and Refinish Common Core Apprentice L-1 (E-pprentice)
APAP 2002 Automotive Refinishing Technician Level 2
APAP 2003 Automotive Refinishing Technician Level 2 (E-pprentice)
DRFT 1256 Plumbing Systems for Buildings
DRFT 1257 Electrical Systems for Buildings
DRFT 1258 Utility Data and Setting-Up Projects
DRFT 1259 HVAC Systems for Buildings
DRFT 1260 Fire Suppression and Sprinkler Systems for Buildings
DRFT 1261 Process Flow Diagrams and Tank/Pump Box Fabrication
DRFT 1262 Pipe Components: Pipe, Fittings, Valves, Supports and Pumps
DRFT 1263 Piping and Instrumentation Diagrams & Specifications
DRFT 1264 Plant and Equipment Layout
DRFT 1265 Process and Utility Piping Layout
DRFT 1266 Piping Fabrication Isometrics
DRFT 1267 3D BIM Creating Orthographics, Isometrics, and Bills of Material
DRFT 1394 Industrial Building Modeling
DRFT 1395 Mechanical Equipment Modeling and Layout
DRFT 1396 Piping Systems Modeling and Layout
DRFT 2256 Diploma Plumbing Systems for Buildings
DRFT 2257 Diploma Electrical Systems for Buildings
DRFT 2258 Diploma Utility Data and Setting-Up Projects
DRFT 2259 Diploma HVAC Systems for Buildings
DRFT 2260 Diploma Fire Suppression and Sprinkler Systems for Buildings
DRFT 2261 Diploma Process Flow Diagrams and Tank/Pump Box Fabrication
DRFT 2262 Diploma Pipe Components: Pipe, Fittings, Valves, Supports and Pumps
DRFT 2263 Diploma Piping and Instrumentation Diagrams & Specifications
DRFT 2264 Diploma Plant and Equipment Layout
DRFT 2265 Diploma Process and Utility Piping Layout
DRFT 2266 Diploma Piping Fabrication Isometrics
ESTH 1501 Nail Foundations
ESTH 1502 Artificial Nails
JADE 1120 Metal Techniques 1: Foundations of Goldsmithing
JADE 1121 Drawing 1
JADE 1122 History and Culture of Jewellery 1
JADE 1123 Metal Techniques 2: Wax Modeling and Casting
JADE 1124 Gemstone Settings 1
JADE 1125 Design 1
JADE 1126 Practical Gemmology 1
JADE 1127 Year One Capstone Project
JADE 2220 Metal Techniques 3: Advanced Fabrication
JADE 2221 Gemstone Settings 2
JADE 2222 Drawing 2
JADE 2223 Practical Gemmology 2
JADE 2224 Digital Jewellery Design 1
JADE 2225 Metal Techniques 4: Specialized Jewellery Processes
JADE 2226 Gemstone Settings 3
JADE 2227 Design 2
JADE 2228 Digital Jewellery Design 2
JADE 2229 Business Practices for Jewellers
JADE 2230 Diploma Project
VCDP 1133 Design Thinking
VCDP 1253 Video Production 1
VCDP 1283 Wordpress 1
VCDP 1292 Guided Design Exploration
VCDP 1293 Mini-Portfolio
VCDP 2312 Digital Image 2
VCDP 2325 Studio 1: Fundamentals
VCDP 2445 Video Production 2
VCDP 2455 Studio 2: Special Topics
VCDP 2465 Studio 3: Specialization
VCDP 2495 Collaborative Capstone

Deactivated Courses:
ACAP 1001 Auto Collision Repair Technician
Apprentice Level 1
ARAP 1001 Auto Refinishing Prep Technician
Apprentice
ACRT 1110 Occupational Skills and Safety 1
ACRT 1111 Tools and Equipment 1
ACRT 1114 Sheet Metal Repair 1
ACRT 1115 Plastics and Composites 1
ACRT 1116 Surface Preparation 1
ACRT 1117 Construction and Components 1
ACRT 1118 Automotive Detailing 1
ACRT 1120 Welding, Heating and Cutting Steel 1
ACRT 1121 Automotive Detailing
ACRT 1205 Transition to Industry
ACRT 1210 Occupational Skills and Safety 2
ACRT 1214 Sheet Metal Repair 2
ACRT 1215 Plastics and Composites 2
ACRT 1216 Surface Preparation 2
ACRT 1217 Construction and Components 2
ACRT 1224 Sheet Metal Repair 2
ACRT 1226 Surface Preparation 2
ACRT 1227 Construction & Components 2

ACRT 1230 Welding, Heating and Cutting Steel 2
ACRT 1240 Welding, Heating and Cutting Steel 2
ACRT 1290 Industry Work Experience
ARPT 1140 Occupational Skills and Safety
ARPT 1153 Shop Experience
ARPT 1160 Surface Preparation
ARPT 1170 Refinishing Tools and Equipment
ARPT 1180 Technical Information and Documentation
ARPT 1181 Workplace Planning and Scheduling
ARPT 1190 Using Materials and Equipment
ARPT 1195 Vehicle Components and Pre-Delivery
VCDP 1141 Client Designer Management
VCDP 1252 Image and Video
VCDP 1282 Wordpress Foundation
VCDP 2310 Advanced Image & Photography
VCDP 2311 Studio Business Practices
VCDP 2321 Studio 1 with Advanced Type
VCDP 2451 Studio 2 with Web Production
VCDP 2461 Studio 3 with Web Content
VCDP 2471 Studio 3 with Print
VCDP 2491 Studio 4 with Print

- Updates to the Computer Systems Technology Diploma program content guide to remove the term structure and provide a part-time option
- Updates to the Graphic Design Diploma program, including removal of the Certificate exit option from the program content guide, revisions to 24 course outlines, and creation of 11 new courses
- Delivery of the updated second-year curriculum of the Graphic Design Diploma program to current first-year students, with unanimous written consent of all affected students
- Revisions to the Steel Construction Modelling Technician Certificate program content guide, including a program name change
- Program content guides for the new Jewellery Art & Design Certificate and Jewellery Art & Design Diploma, and 19 new courses
- Program content guide for the new Nail Technology Certificate and two (2) new courses
- Program content guide for the new Automotive Collision and Refinishing Foundation Certificate and 11 new courses
- Program content guide for the new Automotive Collision and Refinishing Foundation Certificate (E-pprentice) and 11 new courses
- Revisions to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide, combining the first-year certificate with the second-year diploma curriculum to create a two-year diploma program
- Updates to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide to include a new Mechanical specialty and 32 new courses
MEETINGS
Curriculum Committee met on the third Tuesday of each month, except in July.

2020 meeting dates: January 21 February 18 March 17
April 21 May 19 June 16
August 18 September 15 October 20
November 17 December 16

MEMBERSHIP
Ali Oliver, Support Staff (from April 2020)
Alison Rudko, Associate Registrar, International Education (from May 2020)
Andrea Korens, Program Coordinator, Continuing Studies
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (to July 2020)
Anne Emberline, Faculty, Music, Dance & Design
Blair McLean, Faculty, Student Success (from November 2020)
Bonnie Chan, Associate Registrar (February–October 2020)
Bruce McGarvie, Faculty, Trades & Technology (from November 2020)
Clayton Munro, Dean, Indigenous Initiatives (to July 2020)
Dave McMullen, Registrar (to February 2020)
David Wells, Vice President, Academic & Research
Elle Ting, Chair, Education Council (ex officio)
Emily Simpson, Faculty, Library & Learning Centre
Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (from August 2020)
Jacquie Harrison, Faculty, Instructor Education
Jennifer Cummins, Faculty, Language Studies
Julie Gilbert, Faculty, Health Sciences
Les Apouchtine, Associate Registrar (from November 2020)
Lindsay Tiemer, Associate Registrar, International Education (to April 2020)
Lucy Griffith, Faculty, Transportation Trades (to July 2020)
Mindi Cofman, Faculty, Hospitality, Food Studies & Applied Business (to August 2020)
Natasha Mandryk, Faculty, Arts & Sciences
Phoebe Patigdas, Student Representative
Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)
Sarah Zelitt, Student Success (to September 2020)
Shirley Lew, Dean, Arts & Sciences/Library and Teaching & Learning Services
Todd Rowlatt, Faculty, Library & Learning Centre
Tyler Churchman, Student Success (from October 2020)
Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business (from September 2020)

EDUCATION POLICY COMMITTEE
Chair: Andrew Candela (to August 2020); Natasha Mandryk (from September 2020)
The members of Education Policy Committee are responsible for the development and review of VCC’s educational policies. The committee reviews existing policies on a five-year cycle, and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.
In 2020, Education Policy Committee reviewed seven policies and recommended four policies to Education Council.

**Approved by Education Council and/or Board of Governors:**
- C.1.1 Grading, Progression, and Withdrawal
- C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education); approved by Board February 10, 2021)
- C.3.13 Academic Year (formerly Academic Schedule)
- C.3.15 Academic Schedule (formerly Academic Timetable and Room Booking)
- C.3.5 Education Service Contract (formerly Programs Offered Under Service Contract; approved by Board March 31, 2021)
- D.4.3 Student Non-Academic Conduct (formerly Student Code of Conduct (Non-Educational Matters); approved by Board May 27, 2021)
- D.4.5 Academic Integrity (formerly Student Educational Conduct; approved by Education Council April 13, 2021)

**In Governance Review:**
- D.4.2 Student Complaints (About Instruction, College Services and Employees) (formerly Student Grievance)

**MEETINGS**
Education Policy Committee met on the second Wednesday of each month, except for April, July, September, and November.

**2020 meeting dates:**
- January 8
- February 12
- March 11
- May 13
- June 10
- August 25
- October 14
- December 9

**MEMBERSHIP**
- Alison Woods, Faculty, Arts & Sciences
- Amber Ariss, Faculty, Health Sciences (from October 2020)
- Andrew Candela, Faculty, Arts & Sciences (to August 2020)
- Blair McLean, Faculty, Student Success
- Bonnie Chan, Associate Registrar (from November 2020)
- Celine Huang, Manager, International Education (from March 2020)
- Cheryl Howrigan, Faculty, Arts & Sciences
- Clayton Munro, Dean, Indigenous Initiatives (to July 2020)
- David Wells, Vice President, Academic & Research
- Elle Ting, Chair, Education Council (ex officio)
- Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (to July 2020)
- Helen Roberts, Faculty, Hospitality, Food Studies & Applied Business (to July 2020)
- John Lewis, Faculty, Hospitality, Food Studies & Applied Business (from September 2020)
- Karen Brooke, Faculty, Instructor Education
- Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies
- Ken Morrison, Faculty, Music, Dance & Design
- Kevin Marcoux, Faculty, Transportation Trades
- Kristina Oldenburg, Faculty, Library & Learning Centre
- Les Apouchtine, Associate Registrar (to October 2020)
Lindsay Tiemer, Associate Registrar, International Education (to February 2020)
Lucy Griffith, Faculty, Centre for Teaching, Learning & Research (from August 2020)
Natasha Mandryk, Faculty, Arts & Sciences (from September 2020)
Nicole Degagne, Coordinator, Curriculum & Policy
Phoebe Patigdas, Student Representative
Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)
Sheetal Donaldson, Faculty, Health Sciences (to September 2020)
Sheri Wiwchar, Student Success (designate)
Tanny Marks, Arbiter of Student Issues (ex officio)
Vacant, Support Staff

APPEALS OVERSIGHT COMMITTEE
Chair: Lucy Griffith
The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across VCC’s appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters.

Tribunal Training Day was held on February 21, 2020. During this full-day session, over 35 faculty, administrators, staff and students were trained by committee members to act as panelists; about two-thirds of the participants signed up for the roster of trained panel members.

Two subcommittees were formed to work on two major projects: developing a process for tracking appeals and a protocol for appeal hearings.

MEETINGS
The Appeals Oversight Committee met three times in 2020: January 14, June 17, and October 1. Tribunal Training Day was held on February 21.

MEMBERSHIP
Andrew Candela, Faculty, Arts & Sciences (to August 2020)
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
Azeez Alabdulhassan, Assistant Registrar (from August 2020)
Celine Huang, Manager, International Education (from August 2020)
Clayton Munro, Dean, Indigenous Initiatives (June–July 2020)
Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
Elle Ting, Chair, Education Council (ex officio)
Heidi Parisotto, Faculty, Health Sciences
Janet Theny, Faculty, Arts & Sciences
Karima Samnani, Associate Registrar, Continuing Studies (June–October 2020)
Lucy Griffith, Faculty, Centre for Teaching, Learning & Research
Matt Stevenson, Program Coordinator, Continuing Studies (to March 2020)
Melinda Schram, Assistant Registrar (to July 2020)
Nona Coles, Student Success (designate)
Phoebe Patigdas, Student Representative
Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)
EDUCATION QUALITY COMMITTEE
Chair: Todd Rowlatt
The Education Quality Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.
In 2020, the committee formed a working group to conduct a gap analysis between accreditation processes and program renewals, a recommendation arising from the Quality Assurance Process Audit (QAPA) process.

CURRICULUM DEVELOPMENT FUNDS 2020/2021
The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is $400,000. Education Council’s Standing Committee on Education Quality provides advice to the Vice President Academic & Research in allocating the funds. In order to support VCC’s Online Learning Strategy and the increase in online and blended delivery, eligibility criteria were expanded in 2020 to include the development of online teaching and learning materials.
A total of about $870,000 in funding was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in progress needing additional funds for completion; 3) projects arising from program reviews or renewals; and 4) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least $5,000.
Due to the COVID-19 pandemic, CD Funds were temporarily put on hold in March. Projects were re-evaluated, and the decision was made to suspend new program renewals for the year. About $70,000 in funds were re-allocated in May, with a focus on projects supporting online/alternative delivery.

Funded projects were:
1. Leadership Suite of Programs—program revisions
2. IT Operations Professional—completion
3. Business & Technical Writing—online transition
4. Upskilling Micro-Credentials
5. Counselling Skills—online transition
6. TESOL—program redesign
7. School of Instructor Education—development of electives for Teaching Online Certificate
8. Auto Collision Repair & Refinishing—national harmonization
9. New Mechanical Technician Certificate
10. CAD & BIM Technologies—DRFT 1290 & DRFT 1294 update
11. Advanced Esthetics Training
12. Nail Technology Program
13. Jewellery Art & Design—redesign, phase 2
14. Professional Cook Level 2 through Asian Culinary
15. Basic Fermentation
16. Adapting an Open Education Resource (OER) for MGMT 1004
17. Medical Office Assistant Renewal—E-Communication and Medical Billing courses
18. Culinary Arts, Professional Cook 1 & 2—online development
19. Baking and Pastry Arts—online development
20. Certified Dental Assisting (CDA) Onsite—curriculum revision and student-centred delivery
21. Dental Hygiene—curriculum revisions to align with provincial and national standards
22. Dental Reception Coordinator—curriculum revision and implementation of program renewal findings
23. Dental Technology Sciences—alignment with new 2020 National Essential Competencies for Dental Technicians and online/blended course initiative
24. ESL Health Care Assistant (HCA) Program—curriculum revisions
25. Health Unit Coordinator (HUC)—program renewal
26. Pharmacy Technician Program—new accreditation standards
27. Medical Laboratory Assistant—transition to online/blended model
28. Math 0300—transition to blended course
29. College and Career Access & ABE Youth courses—online, blended, and flipped-classroom development
30. Department for Deaf and Hard of Hearing (DHH)—curriculum development
31. ESL Pathways—curriculum remapping
32. Associate of Science—second-year math course development
33. NURS 1602—transition to blended format
34. SCIE 1110 Professional Communication—transition to online format

MEETINGS
Education Quality Committee met on the fourth Tuesday of each month, except for July, August, October and December. Several additional meetings were held related to CD Funds.

2020 meeting dates: January 28 February 25 February 26
March 5 March 10 April 28
May 7 May 26 June 23
September 22 November 24

MEMBERSHIP
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (from August 2020)
Brett Griffiths, Dean, School of Trades, Technology & Design
Carlie Deans, Project Coordinator, Office of the Vice President, Academic (to August 2020)
Claire Sauvè, Dean (Interim), Continuing Studies
David Wells, Vice President, Academic & Research
Elle Ting, Chair, Education Council (ex officio)
Garth Manning, Faculty, Centre for Teaching, Learning & Research (to July 2020)
Heidi Parisotto, Faculty, Health Sciences
Jacqueline Shehadeh, Faculty, Arts & Sciences
Patris Aghakian, Associate Director, Institutional Research
Pervin Fahim, Operations Manager, School of Health Sciences
Phoebe Patigdas, Student Representative
Shane McGowan, Support Staff (from April 2020)
Shirley Lew, Dean, Arts & Sciences/Library, Teaching & Learning Services
APPENDIX A

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Changes to Education Council’s Processes for the Duration of the COVID-19 Pandemic

BACKGROUND:
In response to the ongoing public health emergency relating to COVID-19 and the challenges it has presented and continues to present, Education Council recognizes the need for temporary changes to its standard practices. In particular, the shortened timeframes attached to COVID-19-driven changes and EdCo’s move to online meetings via Zoom require the group to review its standard operating procedures and adopt short-term measures for completing its work effectively during the emergency.

DISCUSSION:
This issue was discussed at a special Education Council meeting held on March 30, 2020: members discussed the effects of the COVID-19 emergency on EdCo and its standing committees and offered ideas on how best to operate as a governance group under the ongoing emergency conditions. Based on suggestions made at that meeting, the chair recommends the adoption of the following procedural changes at EdCo for the duration of the COVID-19 crisis:

- A reduction in the lead time for members to receive meeting packages from one week to two days;
- When standard policy and/or processes cannot be followed in making a decision, a two-thirds majority vote is required, as opposed to the standard 50 percent-plus-one majority vote;
- Voting will be conducted at the online meetings and not by email;
- Any provisional changes presented to EdCo will include, where applicable, a preliminary end date;
- Approved changes will be tracked by the EdCo Chair and EdCo Assistant.

RECOMMENDATION:
THAT Education Council approve and implement the above temporary procedures for the duration of the COVID-19 pandemic.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 8, 2020
APPENDIX B

DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2020

ISSUE: Curriculum Changes during the COVID-19 Pandemic

BACKGROUND:
Following guidance from the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training (AEST) in the current COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods has made it necessary to adjust courses and programs very quickly to allow for a smooth transition and positive learning experience, but due to the urgency of the situation, following standard governance processes is currently not practicable.

Education Council still has the responsibility to maintain oversight and ensure changes are made in a procedurally sound manner with appropriate consultation and documentation; however, without being able to predict whether the COVID-19 public health emergency will extend into the Fall 2020 and Winter 2021 terms, the college must be prepared to face a period of “extended transition during continued turmoil.”1 As such, VCC’s governance has developed provisional processes that balance responsiveness to the immediate, urgent transition resulting from the temporary suspension of face-to-face instruction with preparation for the gradual return to more “normal” times through the establishment of educational technology infrastructure and its intentional integration into programming.

This decision note provides a process description of alternative governance requirements put in place to support the current and anticipated curricular changes necessitated by the COVID-19 emergency. This process is designed to maintain a holistic, agile approach to reporting and overseeing curriculum changes, despite the uncertainties presented by the current pandemic.

This issue was discussed at a special Education Council meeting on March 18, as well as during the EdCo Executive Meeting on March 26 and the Emergency Operations Centre (EOC) meeting on March 27. Further discussions took place between Todd Rowlatt, Chair of Curriculum Committee, and the CTLR’s Instructional Associates on April 1. Following the presentation of an earlier draft at a special Education Council meeting on April 6, 2020 and an EOC Planning Group meeting held on April 8, 2020, revisions were made to clarify steps and provide additional contextual details. Additional revisions to include more detailed categorization of curricular changes were made after two meetings on April 9 with EdCo faculty and staff representatives and the CTLR Instructional Associates, respectively. Most recently, an Education Council working group was

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created to create a description of the process; recommendations from its April 22 and April 29 meetings have been incorporated to define and explain the process pathways.

DISCUSSION:
The Education Council Executive proposes the following process for curriculum changes in response to the COVID-19 pandemic. This process has been divided into two pathways:

**Pathway 1:** Changes to curriculum driven by the need to transition to alternative delivery due to the COVID-19 pandemic.
- Departments and instructors are allowed to make changes to courses and programs without seeking prior governance approval, except for changing or meeting program learning outcomes (see Pathway 2 below).
- These changes should be focused on ensuring students can meet overall learning outcomes and competencies.
- Guidelines provided by regulatory, accrediting, or governing bodies (such as the Industry Training Authority) can be followed without internal VCC governance approval.
- A summary of changes must be sent to Education Council for information. The summary can be sent as soon as reasonable; in some cases, this will be after the start date of the program. This chronology of changes will record the College’s teaching approach and facilitate future debriefing that will take place after the COVID-19 health emergency has ended.
- Changes are considered temporary and are only in effect during program/course offerings during the COVID-19 pandemic. The summary of changes sent to EDCO should include dates.
- It is the responsibility of instructors and department leaders to inform students as soon as possible about changes to courses or programs (including evaluation plans, sequencing of courses, and teaching modes). Whenever possible, changes to courses should be established in the syllabus at the start of a class. Given the likelihood of conditions changing, Education Council authorizes reasonable changes to be made that are required on short notice (such as the availability of lab or clinical opportunities).

**Pathway 2:** Changes to program learning outcomes (PLOs) for cohort-based programs; changes to course learning outcomes (CLOs) for non-cohort-based courses; and the granting of credentials based on **substantial completion**.
- Changes to program learning outcomes (and some course learning outcomes) require approval from Education Council. These changes will receive expedited review by Education Council.
- For courses that are not primarily part of a program (e.g. University Transfer), and in cases where course learning outcomes cannot be met in that course, changes to course learning outcomes must be approved by Education Council. However, alternate options for delivery (such as delaying a lab component) are acceptable and fall under Pathway 1 above.
- Substantial completion: Programs awarding credentials to students based on substantial completion of the program must submit a description of how substantial completion has been determined for expedited approval by Education Council. Consultation with external stakeholders/Program Advisory Committees is recommended. Programs whose regulatory, accrediting, or external governance bodies (such as the ITA) have provided guidelines for
substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

RECOMMENDATION:
THAT Education Council approve the above provisional process for curriculum changes necessitated by the COVID-19 pandemic.

PREPARED BY: Elle Ting, Chair, Education Council
Andrew Candela, Vice Chair, Education Council
Lucy Griffith, Executive Member, Education Council
Natasha Mandryk, Executive Member, Education Council

DATE: April 30, 2020