Vancouver Community College Education Council
Meeting Agenda
June 11, 2024
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/64309106007

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		V. Munroe			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Contract Training Update	Info	M. Yue	10 min	✓	**8-13**
	b. Academic Planning & RFQ Process	Info	D. Wells	20 min		
	c. Implementation of Revised Program: Counselling Skills Foundations: Mental Health & Addictions Program	Info	N. Mandryk	5 min	✓	**14-18**
	d. Continuing Studies Non-Credit Course Outlines	Info	A. Lipsett	5 min	✓	**19-20**
	e. EdCo Planning Day Debrief	Info	N. Mandryk	5 min		
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**					
	i. New Course: SCIE 0715 College Foundations	Approval	J. Kelly, N. Mandryk	5 min	✓	**21-27**
	ii. Program Update: Medical Office Assistant Certificate	Approval	D. Innes	5 min	✓	**28-50**
	iii. Program Updates: Hairstylist Certificate and Esthetics & Spa Therapy Certificate	Approval	L. Dannhauer	5 min	✓	**51-97**
	iv. Minor Curriculum Changes January–May 2024	Info	T. Rowlatt	2 min	✓	**98-99**

Topic	Action	Speaker	Time	Attachment	Page
b. **Policy Committee**	Info	S. Kay	5 min		
c. **Education Quality Committee**					
i. Annual Program Review 2023 Summary Report	Info	T. Rowlatt	5 min	✓	**100-105**
8. **CHAIR REPORT**					
a. EdCo Annual Report 2023	Info	N. Mandryk	5 min	✓	**106-128**
9. **STUDENT REPORT**	Info	M. Ng	5 min		
10. **NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		
Next meeting: September 10, 2024, 3:30–5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
May 14, 2024
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	Derek Sproston	Marcus Ng
Belinda Kaplan	Emily Simpson	Shirley Lew
Brianna Higgins	Jessica Ligeralde	Todd Rowlatt
David Kirk	Kseniia Osipova	Vivian Munroe
David Wells	Lisa Beveridge	
Dennis Innes	Louise Dannhauer	
Regrets		
Dana Valeria Rodriguez Arellano	Heidi Parisotto	Simranjot Kaur
Dave McMullen	Sarah Kay	
Guests		
Adrian Lipsett	Les Apouchtine	Sheri Wiwchar
Clay Little	Lucy Griffith	Sky Yu
Jennifer Gossen	Marnie Findlater	Stefan Nielsen
Jo-Ellen Zakoor	Nigel Scott	Tannis Morgan
John Demeulemeester	Shantel Ivits	William Alvarado Barraza
Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m. L. Dannhauer chaired the meeting on N. Mandryk's behalf.

2. ACKNOWLEDGEMENT

- M. Ng acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 14, 2024 agenda as presented.

Moved by L. Beveridge, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the April 9, 2024 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- L. Dannhauer reported that student representative J. Ligeralde's term on EdCo ended at the end of April due to her graduation at the end of April. J. Ligeralde was thanked for her contributions to EdCo and Curriculum Committee. No by-election will be held at this time. Regular elections will take place in the fall.

6. BUSINESS ARISING

a) International Enrolment

- J. Gossen presented an update on developments related to international enrolment since the announcement of the national cap on study permit applications in January 2024.

- VCC's international enrolment in May 2024 was slightly higher than planned; most of these students already had study permits before the new rules came into effect. Projected enrolment numbers for 2024/2025 were revised, particularly for post-degree diploma programs). Some students are pursuing master's programs at other institutions instead, which are still eligible for spousal open work permits. While VCC's allocation of provincial attestation letters (PALs) for 2025/26 is unknown, the College is moving forward with plans for new programs.

- Efforts to manage the current situation include promoting BC as a study location, analyzing data to identify and respond to trends, and enhancing recruitment efforts. To support student retention and success, International Education is focusing on early intervention and case management for at-risk students, which includes raising awareness of potential impacts of academic issues on their student visas. The department is also developing a student success module, which will include topics such as academic support and health and wellness.

b) Deans' & Directors' Annual Presentations – Part 4

- The annual update was presented by L. Griffith, Dean of Trades, Technology and Design. Key themes included hybrid apprenticeships and new programming in emerging fields to be delivered out of the future Centre for Clean Energy and Automotive Innovation (CCEAI).

c) Enrolment Plan 2024–2025

MOTION: THAT Education Council recommend the Board of Governors approve the 2024–2024 Enrolment Plan, in the form presented at this meeting.

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

- The initial draft of the Enrolment Plan (EP) 2024–2025 was presented at a special Education Council meeting on March 18 in order for EdCo to provide advice to the Board of Governors. Since it was identified that both domestic and international registration numbers required adjustments, EdCo advised the Board to delay approval until an updated plan was available. The draft EP was not presented at the March 27 Board meeting.

- D. Wells presented an updated version of the Enrolment Plan. Data was filtered to exclude students who enrolled in the previous fiscal year. The updated draft removed the erroneous inclusions of domestic enrolment from the previous fiscal year and international enrolment in domestic-only developmental programming. International registration numbers were also adjusted. Due to recent changes coming from Immigration, Refugees and Citizenship Canada, the situation related to international students remains in flux, and the overall international student numbers may change.

- There was discussion about reduced budgeted registration numbers for specific areas, including Music, Computer Systems Technology Diploma, and Baking. The reasons for the lower numbers were clarified; no strategic program reduction is planned.

d) Academic Year 2024/25, 2025/26, 2026/27

MOTION: THAT Education Council recommend the Board of Governors approve the Academic Year 2024/25, 2025/26, and 2026/27.

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

- L. Apouchtine presented the proposed academic year schedule for 2024–2025, 2025–2026, and 2026–2027. This document supports the coordination of academic and campus activities and operation of

the Registrar's Office. It includes public holidays and College closures, term dates, and grade submission deadlines.

- Unlike in previous years, these proposed academic dates do not include a set exam period, since many programs do not include exams. Instead, the proposed schedule lists "Last Day of Class/Exams," which is applicable to more VCC programs.

- The Fall 2026 semester, as proposed, is shorter than usual at 67 instructional days due to a late Labour Day (Sept 7, 2026). The fall semester also includes four statutory holidays and VCC Day, on which all daytime classes are cancelled. The short Fall 2026 semester will make it challenging for some areas to meet instructional hours. The Registrar's Office/Academic Scheduling will need to work proactively with these areas to arrange scheduling so required contact hours are met. It was suggested to inquire with People Services about moving VCC Day to the winter term.

- The dates for the holiday closure over the winter break fall under the purview of People Services; for this reason, the dates are listed as "TBD" on the schedule.

e) Articulation Agreement with NSCAD University

- D. Wells presented the articulation agreement with NSCAD University in Nova Scotia. The agreement will enable VCC's Jewellery Art & Design Diploma graduates to transfer into NSCAD's Bachelor of Fine Arts degree program. Since VCC is the sending institution, it was determined that the agreement does not require EdCo or Board of Governors approval and was presented for information only.

- This is a five-year agreement. It was clarified that students have between 2–5 years to complete VCC's diploma program, so there is flexibility for students requiring a reduced course load.

f) EdCo Planning Day – June

- L. Dannhauer reported that EdCo Planning Day will be held on June 6, 9:30 a.m.–12:30 p.m. Topics will include generative AI and curriculum development, review, and approval processes at VCC.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course: ENGL 0600 Editing for Grammar

MOTION: THAT Education Council approve, in the form presented at this meeting, new course ENGL 0600 Editing for Grammar.

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

- S. Ivits presented the proposal for a new Adult Basic Education (ABE) Fundamentals course. The course is specifically designed for students at the intersection of English as an Additional Language (EAL) and literacy learning. These learners have lived in Canada for a number of years and have strong English speaking and listening skills, but lower reading and writing skills, and may have limited formal education. Since adult literacy programs are generally designed for learners who speak English as their first language, this course fills a gap by teaching grammar skills tailored to EAL learners.

- It was suggested to explore the use of AI as a tool for students in this course. S. Ivits will take this recommendation back to the department.

ii) New course: SCIE 0710 Welcome to Math and Science

MOTION: THAT Education Council approve, in the form presented at this meeting, new course SCIE 0710 Welcome to Math and Science.

Moved by V. Munroe, Seconded & CARRIED (Unanimously)

- N. Mandryk presented the first of two new courses in a province-funded pathways program for ABE (Adult Basic Education) students. The purpose is to offer a low-barrier starting point for students who may have had interrupted or incomplete school experiences to enter post-secondary studies. The

course integrates assessment, acknowledgement of prior learning, and preparation for further learning in Grade 10–12 courses in math and science. To build community and foster a sense of belonging, students will move through the program in a cohort. Two pathway streams are planned: one for Indigenous students and one for students heading into Health Sciences programs.

iii) Access to Practical Nursing (APN) Home Health Pilot

MOTION: THAT Education Council approve the admission requirements change for the September 2024 Access to Practical Nursing (APN) Diploma intake based on participation in the Ministry of Post-Secondary Education and Future Skills APN Home Health Pilot; including home support as part of the 600 hours of work experience admission requirement.

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

- T. Rowlatt and J.-E. Zakoor presented the proposal for VCC's Access to Practical Nursing (APN) Diploma program to join the Ministry of Post-Secondary Education and Future Skills' APN Home Health Pilot. The pilot would allow for home support to count towards the 600 hours of work experience required for admission to the APN program. The current admission requirements explicitly exclude home care. This change will reduce barriers for students, who typically have work experience as health care assistants, and will support recruitment for this program.

- The proposal is to allow an exception only for the September 2024 intake, not to generally adjust program admission requirements. Due to the short timeline, the proposal was brought directly to EdCo without going through Curriculum Committee. Curriculum documentation will not change, but a statement will be added to the website to inform students.

- North Island College has been running this pilot for a number of years. The regulatory body for practical nursing, the BC College of Nurses and Midwives, will evaluate student outcomes. There was a discussion about recruitment for the upcoming intake and promoting the pilot to potential students.

b) Policy Committee

i) Accommodation for Students with Disabilities (327) Policy & Procedures

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Accommodation for Students with Disabilities (327) policy and procedures.
Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- B. Higgins, N. Scott and N. Mandryk presented the revised policy, which underwent a full review, including several discussions at Education Policy Committee (EPC). Feedback from the May 8 committee meeting was incorporated after distribution of the EdCo meeting package. The following additional edits were made: removing "based on provincial guidelines" from procedure #8; removing "tribunal" form the definition of procedural fairness; adding "classroom environment/learning environment" to the definition of reasonable accommodation; and removing the Student Non-Academic Conduct (324) policy from related policies.

- Education Council had no further comments.

c) Education Quality Committee

i) Program Renewal Reports: Business Management Post-Degree Diploma, Fashion Design & Production, Retail & Hospitality Careers

- T. Rowlatt presented three program renewal reports that were discussed at the last committee meeting. Departments and the CTLR were thanked for their work on these renewals.

8. CHAIR REPORT

- L. Dannhauer reported that the next Academic Governance Council meeting will be held on May 21. The council is made up of EdCo chairs and vice-chairs from institutions across B.C.

- Members were invited to express their interest in working on a review of the EdCo Bylaws.

- The 2023 Strategic Innovation Plan Accomplishments Report was presented to EdCo on April 9; an error related to the Sign Language Interpretation Diploma program identified at that meeting has been corrected.

9. STUDENT REPORT

- M. Ng reported that SUVCC organized information tables for students at both campuses last week.

10. NEXT MEETING AND ADJOURNMENT

- Education Council Planning Day will be held on June 6, 9:30 a.m. –12:30 p.m.

- The next regular Education Council meeting will be held on June 11, 2024, 3:30–5:30 p.m.

- The meeting was adjourned at 5:22 p.m.

Louise Dannhauer
Vice-Chair, VCC Education Council

2023 - 2024

Education Service Contracts Update

Contracts are extensions of VCC's educational activities. They are often:

- Diverse in purpose and design, used to support innovative activities such as piloting new training methods, developing new curriculum, or conducting research.
- Funded by a variety of funding sources beyond base funding.
- Access-focused, offering educational opportunities to learners who otherwise may not be able to access post-secondary education.
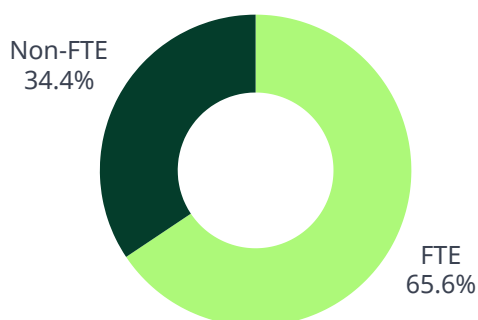
New Contracts

32 new contracts started in 2023 - 24.
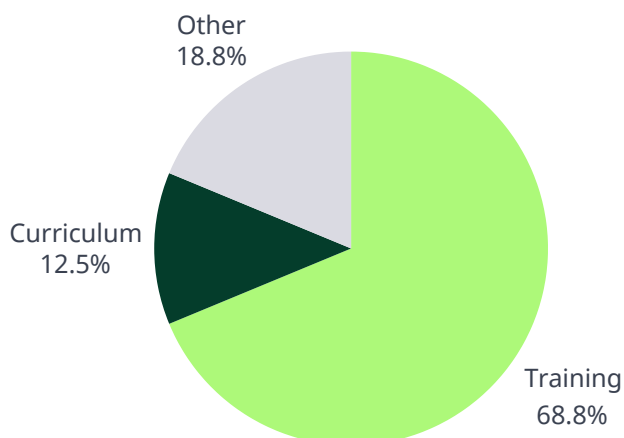(FTE group: 21; non-FTE group: 11)

Non-FTE
34.4%

FTE
65.6%

$3.49M

Contract Value

Total value: $3.49M
(FTE group: $2.59M, non-FTE group: $894K)

Contract Types

Contracts were classified as training (22), curriculum development (4), and other (6).

Other
18.8%

Curriculum
12.5%

Training
68.8%

Funding Sources

Funding was received from government (13); education (1); non-profit (9); corporate (7), indigenous (2).

Government | Education | Non-profit | Corporate | Indigenous
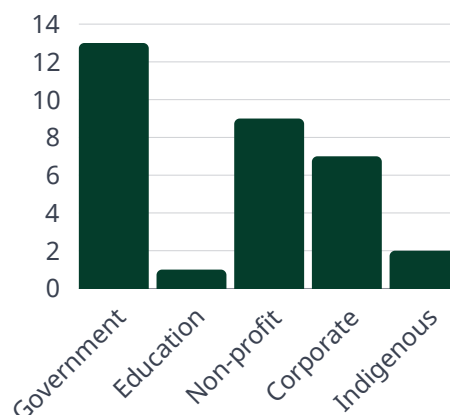
Contract Highlights

Contracts came from departments across VCC:

- Allied Health
- Automotive Collision Repair
- Basic Education
- Community & Career Education
- Continuing Studies
- Culinary Arts

- Hair Design & Skin/Body Therapy
- Indigenous Education
- Nursing
- Partnership Development Office
- School of Instructor Education

Micro-Credential Development

Continuing Studies

Continuing Studies has leveraged micro-credential funding from the province to develop micro-credentials. These MCs are based on industry needs and are supported by industry partners.

- Fashion and Costuming for Film
- Video Game Production

Indigenous Projects

Culinary Arts

Culinary Arts has been working with two First Nations to provide training to local community members and develop curriculum/ recipes to support food business development.

- Heiltsuk Nation (Bella Bella)
- Gwich'in Tribal Council (NW Territories)

Participation in National Projects

The Partnership Development Office has participated in national projects that provide learning opportunities to newcomers and people with disabilities, working collaboratively with the project leads and delivery partners.

- College and Institutes Canada – Skills Enhancement for Newcomers
- Canadian Hard of Hearing Association (CHHA) – Accessible Navigation to Employment

Presented by the Partnership Development Office (PDO)

Status	Contract	Department	Contract Type	Description	Fiscal Year	School	Funding Source
Expired	A328 2324 Auto Trade Sampler	AUTOMOTIVE COLLISION REPAIR	Training	the VCC Foundation will fund the shortfall of the Trade Sampler	2023/24	School of Trades Technology & Design	ITA and VCC Foundation
Active	A331 2324 BC Hydro PIDP 3250	SCHOOL OF INSTRUCTOR EDUCATION	Training	PIDP 3250 for BC Hydro Employees	2023/24	School of Instructor Education	BC Hydro
Active	A332 2324 Coast Comp Workshop	BASIC EDUCATION	Training	The agreement was made respecting the series of computer workshops (the Program) , funded by Coast Mental Health	2023/24	School of Arts & Sciences	Coast Clubhouse
Expired	A333 2324 MLA	ALLIED HEALTH	Training	The Ministry will fund an additional 12 seats to base-funded May 2023 cohort. The tuition for 9 students will be funded by the Health Authority and remaining students will be from VCC's waitlist.	2023/24	School of Health Sciences	Ministry of Post-Secondary Education & Future Skills
Expired	A334 2324 GCT Canada	SCHOOL OF INSTRUCTOR EDUCATION	Training	Customized two day training sessions to employees of GCT Canada	2023/24	School of Instructor Education	GCT Canada
Expired	A335 2324 Fashion Film Micro Credential	CONTINUING STUDIES	Curriculum Development	Development and first delivery of a micro-credential focused on fashion & costuming for film	2023/24	Centre for Continuing Studies	Ministry of Post-Secondary Education and Future Skills
Expired	A336 2324 Proj Mmgt Video Game MicroCred	CONTINUING STUDIES	Curriculum Development	Development and first delivery of a micro-credential geared towards those working in production in the gaming industry. Partnership with Digi BC.	2023/24	Centre for Continuing Studies	Ministry of Post-Secondary Education and Future Skills
Expired	A337 2324 CICan Skills Enhancement Newcomers	PARTNERSHIP DEVELOPMENT OFFICE	Training	VCC is selected by CICan as one of the delivering institutions for the Skills Enhancement for Newcomers (SEN) program. We propose for the delivery of two cohorts (up to 50 students) between July and December 2023. The PDO manages the contract, while the EAL department contributes one 0.25 FTE instructor to support the students in training (which is online and asynchronous - essentially self-directed by students). NOTE - contract amended January 17, 2024 as CICAN raised the limit to allow for up to 58 students.	2023/24	Partnership Development Office, School of Arts & Sciences	CICan (funded by Employment and Social Development Canada)
Expired	A338 2324 BCMEA PIDP 3220	SCHOOL OF INSTRUCTOR EDUCATION	Training	Customized two & three day training for employees of BCMEA	2023/24	School of Instructor Education	BCMEA
Active	A340 2324 - ECCE Seat Expansion	CONTINUING STUDIES	Training	Proposing a funded cohort of the Basic ECCE Certificate, delivered on a part-time basis to support professionals working in the field in obtaining certification.	2023/24	Centre for Continuing Studies	Ministry of Post Secondary Education and Future Skills
Expired	A341 2324 BC Hydro TRAI 3004	SCHOOL OF INSTRUCTOR EDUCATION	Training	TRAI 3004 for BC Hydro Employees	2023/24	School of Instructor Education	BC Hydro

Expired	A342 2324 BC Hydro PIDP 3100	SCHOOL OF INSTRUCTOR EDUCATION	Training	PIDP 3100 for BC Hydro Employees	2023/24	School of Instructor Education	BC Hydro
Expired	A343 2324 OPTIONS LS MC	PARTNERSHIP DEVELOPMENT OFFICE	Training	VCC will deliver online Leadership Skills MC training (Award of Achievement) to clients of Options Community Services,1 cohort with max 12 participants. The MC includes the following 4 courses: Reflective Leadership, Public Speaking and Strategic Narratives for Leaders, Workplace Culture and Organizational Success, Leading from Conflict to Collaboration.	2023/24	Partnership Development Office	Options CS (Funded by ASPECT)
Active	A344 2324 STE - ECE Assistant	PARTNERSHIP DEVELOPMENT OFFICE	Training	In partnership with PIRS, VCC will offer in-person ECE Assistant training for up to 90 participants (5 cohorts) targeting underrepresented/vulnerable immigrant and refugee women. The participants will be trained to enter the early care and learning (ECL) sector working in assistant or equivalent positions and will receive 12 weeks of training (occupational skills, language and foundational skills, industry-approved certifications, employment readiness), 4 weeks of employment placement.	2023/24	Partnership Development Office	Ministry of Post-Secondary Education and Future Skills
Active	A345 2324 SOURCES AAST	CONTINUING STUDIES	Training	Delivery of 13 cohorts of the 96-hour Administrative Accounting Skills Training (AAST) to students 55 and older	2023/24	Centre for Continuing Studies	Sources BC
Active	A346 2324 GPS - GATEWAY TO PS	COMMUNITY & CAREER EDUCATION	Training	The nature of the Partnership is that the VBE will: a)Communicate in a timely manner any issues or concerns regarding the program or students that may impact other student success or safety or the reputation of the program to VCC . b)Recognize VCC as a partner in delivering these programs. Please enter all other aspects of the partnership that the VBE will be responsible for: In exchange, VCC will provide the following specific tangible and intangible goods and/or services, and/or as detailed as attached: a)Appropriately screened and trained employees for the Gateway to Post-Secondary program including providing Criminal Record Checks. b)Work in collaboration with the district and program staff to align and coordinate services offered. c)Communicate in a timely manner any issues or concerns regarding the program or students that may impact other student success or safety or the reputation of the program to the VBE. d)Recognize the VBE as a partner in delivering these programs.	2023/24	School of Arts & Sciences	May & Stanley Fund
Expired	A347 2324 BC Hydro PIDP 3220	SCHOOL OF INSTRUCTOR EDUCATION	Training	PIDP 3220 for BC Hydro Employees	2023/24	School of Instructor Education	BC Hydro

Active	A351 2324 Heiltsuk Project	CULINARY ARTS	Training	VCC will partner with the Haíɫzaqv/Heiltsuk Nation in Waglisla/Bella Bella, BC (https://www.heiltsuknation.ca/) to implement an Indigenous Culinary Development Project, 1. Pre-employment training 2. Culinary Basics Training to Haíɫzaqv/Heiltsuk Nation community members in Waglisla/Bella Bella and Denny Island, BC.	2023/24	School of Hospitality Food Studies & Applied Business	Construction Foundation of BC
Active	A352 2324 Access Salon and Spa	HAIR DESIGN & SKIN/BODY THERAPY	Training	The goal of the Access to Salon and Spa Trade Sampler is to engage Indigenous students with career and trades training opportunities in the hairstyling and esthetics industry. This program provides an opportunity for students to get a taste of the type of work performed in each industry and a taste of what it would be like to take either of the one year long introductory training programs offered by Vancouver Community College in esthetics or hairstyling.	2023/24	School of Trades Technology & Design	ACCESS
Active	A356 2425 DIGIBC SLMP	CONTINUING STUDIES	Training	Pilot project consisting of 4 cohorts over 3 years, launching Fall 2024, focusing on work placement programming in the creative tech sector, developed in collaboration with local employers.	2023/24	Centre of Continuing Studies	Sector Labour Partnership
Active	A357 2425 Gwich'in Tribal Council	CULINARY ARTS	Training	VCC will partner with the Gwich'in Tribal Council to implement an Indigenous Culinary Development Project for the community members in NWNTT	2023/24	School of Hospitality Food Studies & Applied Business	Gwitch'in Tribal Council
Expired	Z323 2324 CHHA ANTE	PARTNERSHIP DEVELOPMENT OFFICE	Other	VCC is an Outreach Partner in the national project called Accessible Navigation to Employment for deaf and hard of hearing students. The project lead is the Canadian Hard of Hearing Association, with delivery partners across the country. VCC is responsible for community and employer outreach to support the work placement of the participating students (up to 10 in BC).	2023/24	Partnership Development Office	Canadian Hard of Hearing Association (funding from ESDC)
Expired	Z324 2324 DigiBC Hyflex	CONTINUING STUDIES	Curriculum Development	Expansion of existing micro-credential to include hyflex delivery options and train-the-trainer resources	2023/24	Centre for Continuing Studies	Ministry of Post-Secondary Education and Future Skills
Active	Z325 2324 Prov Violence Prevention	NURSING	Training	The Ministry of Post-Secondary Education and Future Skills provided one-time funding in the amount of $50,050 to Vancouver Community College to support student learning activities and success in clinical education, including costs related to violence prevention education.	2023/24	School of Health Sciences	Ministry of Post-Secondary Education and Future Skills
Expired	Z326 2324 WIL Stronger BC FRAP	PARTNERSHIP DEVELOPMENT OFFICE	Other	PDO supports 2 VCC applied skills programs (...) to asses feasibility of adding WIL components to their programs by conducting targeted employer engagement activities.	2023/24	Partnership Development Office	Ministry of Post-Secondary Education and Future Skills

Active	Z327-2324 WIL Simulation Ctr	NURSING	Other	WIL funding for Health Simulation Centre. Funding requested for Manager Simulation Center. Update Feb 2024: Rachel Warick will be requesting for a deferral of $42,000 as we haven't been able to finalize the Manager position. 2023/24 Funds were used towards hiring consultants to provide the Health Simulation Center framework and simulation curriculum framework. $42,000 funding deferred to FY 24/25.	2023/24	School of Health Sciences	Ministry of Post-Secondary Education & Future Skills
Active	Z328 2324 CALP - MPNH	PARTNERSHIP DEVELOPMENT OFFICE	Other	Support for literacy program at Mount Pleasant Neighborhood House (Family Literacy Outreach - FLO). MPHN delivers the program, and VCC is the funding holder. This is Year 1 funding for the 2023-25 cycle.	2023/24	Partnership Development Office	Ministry of Post-Secondary Education and Future Skills
Active	Z330 2324 CALP – Ray Cam	BASIC EDUCATION	Training	Ray-Cam Basic Education will provide a 0.25 instructor to deliver literacy and numeracy classes on-site for two 3-month terms.	2023/24	School of Arts & Sciences	Ministry of Post-Secondary Education and Future Skills
Active	Z331 2324 CALP – CMHC	BASIC EDUCATION	Training	Coast Mental Health Basic Education will provide a 0.25 instructor to deliver literacy and numeracy classes on-site for two 3-month terms.	2023/24	School of Arts & Sciences	Ministry of Post-Secondary Education and Future Skills
Active	Z332 2324 ASP Funding	INDIGENOUS EDUC & COMMUNITY ENGAGEMENT	Other	Aboriginal Service Plan 2023-2024 Funding of $250,000.00	2023/24	Indigenous Education and Community Engagement	Ministry of Advanced Education
Active	Z333 2324 Jelly Marketing Consulting	CONTINUING STUDIES	Other	Consulting services to support Indigenous-led organization in cultivating partnerships with continuing education units in public post-secondary institutions in Canada.	2023/24	Centre for Continuing Studies	Jelly Marketing and Public Relations
Active	Z334 2324 PICS INTERCULTURAL SFS	PARTNERSHIP DEVELOPMENT OFFICE	Curriculum Development	VCC is subcontracted by PICS to support a new Skills for Success project funded by ESDC. The contract is worth $70,000 from Jan 2024 to Mar 2025. VCC will be attending employer consultations, collaborate with PICS in curriculum development, and provide train-the-trainer to PICS staff. There will be no VCC student registration, and the work is not on VCC campus.	2023/24	Partnership Development Office	PICS (contract holder), as funded by Employment and Social Development Canada

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 11, 2024

ISSUE: Implementation of Revised Program: Counselling Skills Foundations: Mental Health & Addictions Certificate

BACKGROUND:

The Counselling Skills Foundational Certificate program offered by the Centre for Continuing Studies has undergone a series of revisions since 2017. In 2023, the program was revised based on consultations with instructors, experts in the field, and the Program Advisory Committee to enhance learning related to addictions.

Changes to the curriculum included the addition of specific addictions-focused learning outcomes throughout and a new course on pharmacology and concurrent disorders. The program name was also changed to Counselling Skills Foundations: Mental Health and Addictions Certificate. The revised curriculum, including nine revised and three new courses, was approved by Education Council in May 2023.

Since there was no discussion about potential re-costing of the program at the time, Education Council did not make a second motion to provide advice to the Board of Governors regarding program implementation, nor was advice requested.

DISCUSSION:

In May 2024, the Education Council Chair was informed that the Ministry considered the change to constitute substantial revision and approved a tuition change.

As noted above, in cases of substantial program revision resulting in tuition changes, Education Council normally provides formal advice to the Board of Governors on program implementation. However, since no motion was made at the May 2023 meeting, no formal recommendation from Education Council was made to the Board of Governors.

In order to avoid delays to student registration and to the planned program launch for September 2024, the Education Council Executive agreed with the proposal to bring the revised tuition to the Board of Governors in May 2024 without formal EdCo advice on program implementation, as an exceptional situation. Education Council provided an information note to the Board outlining the above and confirming that EdCo approved the curriculum changes as presented and had no concerns about the program.

The Board of Governors approved the revised program tuition at its May 29, 2024 meeting.

ATTACHMENT: Appendix A – Information Note Regarding Tuition Change Proposal

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: June 3, 2024

Information Note

PREPARED FOR: Education Council

DATE: May 22, 2024

ISSUE: Counselling Skills Foundations: Mental Health and Addictions Implementation

BACKGROUND:

The Counselling Skills Foundational Certificate program has undergone a series of revisions and related approvals in recent years, as listed in the timeline below:

Year	Key Initiatives and Decisions
2017	Counselling program undergoes revision and Continuing Studies (CS) proposes the addition of a subsequent Addictions Counselling Advanced Certificate.
2018	Counselling programs are revised according to proposal.
2019	Addictions program intends to launch (September), but due to recruitment challenges exacerbated by the Covid-19 pandemic, is unsuccessful.
2022	Counselling program receives feedback from Program Advisory Council (PAC) indicating that, due to the ongoing opioid crisis, support counsellors are most effective if equipped with addictions and substance use training and that training for these workers should be completed in one credential rather than the two that were initially proposed.
2023	In consultation with instructors, experts in the field, and the PAC, CS proposes a moderately restructured and enhanced program, the Counselling Skills Foundations: Mental Health and Addictions certificate. Program revisions are approved by EdCo in May.
	Senior Team reviews costing and determines that Ministry advice is required prior to fee approval. CS submits a comprehensive overview of proposed changes as required by the Tuition Limit Policy.
2024	The Ministry determines that the changes entailed a substantively revised program, and approves modest fee increase on March 26th, 2024.

DISCUSSION:

While the program changes are substantive in nature by the Ministry, the structural and curricular change to the program are moderate. The revised curriculum includes two addictions-related courses and a longer practicum, crucial to addressing industry demands and ensuring students receive the most relevant and up-to-date training in the field of counselling. Additionally, due to changes in the Assignment of Credit to Courses policy (413) since the launch in 2018, the credits have changed for all courses, while the instructional hours have not changed, or have changed minimally to reflect expanded content where appropriate, as reflected in Appendix B.

The transition plan that is in place for current students includes supporting students to either complete the existing or revised program depending on current progress through the program, and preference:

- To complete the Counselling Skills Foundational Certificate program students must have completed the course CNSK 1507 and the existing practicum CNSK 1511 before or within the Winter 2025 term.
- To complete the Counselling Skills Foundations: Mental Health and Addictions program students must complete the two new courses CNSK 1512, CNSK 1515 and the revised practicum, CNSK 1521.

The transition has been communicated to current students through information sessions, email, and 1:1 consultation with the Program Coordinator as required.

Continuing Studies is recommending a proposed tuition for the of $8,040 Counselling Skills Foundations: Mental Health and Addictions (an increase of $626 from current program fees), which will be presented to Finance and Audit Committee for approval on Friday, May 24th, 2024. The revised program is intended for launch in September 2024.

ATTACHMENT: Appendix B – Overview of Programmatic Changes and Related Tuition Impact

PREPARED BY: Adrian Lipsett, Dean, Continuing Studies, alipsett@vcc.ca
Claire Sauve, Associate Director, Continuing Studies, csauve@vcc.ca
Erin Lenz, Associate Director, Business Development, elenz@vcc.ca

Appendix B: Overview of Programmatic Changes and Related Tuition Impact

Course	CURRENT PROGRAM			NEW PROGRAM			IMPACT	
	Credits	Total Instructor Paid Hours	Tuition	Credits	Total Instructor Paid Hours	Tuition (Proposed)	Tuition Variance	Comments
CNSK 1502: Foundations of Counselling	2.5	45	$ 774	3	45	$ 774	$ -	Credits increased by 0.5, instructor hours unchanged
CNSK 1503: Theories of Counselling	2.5	45	$ 774	3	45	$ 774	$ -	Credits increased by 0.5, instructor hours unchanged
CNSK 1504: Introduction to Family Systems	2	36	$ 706	2.5	36	$ 706	$ -	Credits increased by 0.5, instructor hours unchanged
CNSK 1505: Individual Counselling Skills	2.5	45	$ 774	3	45	$ 774	$ -	Credits increased by 0.5, instructor hours unchanged
CNSK 1506: Lifespan Development	2.5	45	$ 774	2.5	36	$ 706	-$ 68	Credits static, instructor hours reduced
CNSK 1507: Diversity, Inclusion, and Culture	2	36	$ 706				-$ 706	Course removed, content integrated throughout program
CNSK 1508: Assessment Practices	2.5	45	$ 774	3	45	$ 774	$ -	Credits increased by 0.5, instructor hours unchanged
CNSK 1509: Personal and Professional Dvlp	2	36	$ 706	2.5	36	$ 706	$ -	Credits increased by 0.5, instructor hours unchanged
CNSK 1510: Indigenous Perspectives	1.5	29	$ 677	2	30	$ 706	$ 29	Credits increased by 0.5, instructor hours increased
CNSK 1511: Counselling Skills Practicum	5	22.5	$ 747				-$ 747	Course removed, replaced by CNSK 1521
CNSK 1512: Pharma & Concurrent Disorders				2	30	$ 706	$ 706	New course
CNSK 1515: Group Facilitation Skills				2.5	36	$ 706	$ 706	New course
CNSK 1521: Practicum: Counselling Skills				11	18	$ 706	$ 706	New course, replaces CNSK 1511
Total	**25**	**384.5**	**$ 7,414**	**37**	**402**	**$ 8,040**	**$ 626**	

INFORMATION NOTE

PREPARED FOR: VCC Education Council

DATE: June 11, 2024

ISSUE: Summary of non-credit offerings in CS in 2023

BACKGROUND:
Continuing Studies offers a wide selection of non-credit programming spread across a diverse range of subject areas. As most non-credit offerings are designed to meet the needs of learners pursuing upskilling or personal interest opportunities, these offerings continue to be mostly scheduled in the evenings and on weekends. Continuing Studies has submitted all new and revised course outlines for courses offered in 2023 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process. All new and revised course outlines are also in CourseLeaf.

DISCUSSION:
In 2023, 45 new non-credit courses were added into CourseLeaf – a total consistent with the level of new course creation in the past few years (only 2% below 2022 the total). For the full list, please refer to Appendix A. Not represented in the attached list are the 25 non-credit offerings that were *deleted* from CourseLeaf – a culling process that we employ to ensure we remove offerings that have failed to attract sufficient enrolment over a few semesters. Removing such offerings helps our team focus on remaining responsive to emerging needs and opportunities and saves us from expending effort and resources where the ROI has proven negligible or non-existent.

New courses launched in the following areas in 2023:
- Health (1)
- Building Management (1)
- Business and Leadership (35)
- Fashion (3)
- PDO-affiliated (3)
- Base offerings, via CS (2)

Highlights and particularly successful courses include:
- Our LERN/UGotClass asynchronous/online courses continue to see healthy enrolment
- Our Project Management for Video Games MC (comprised of 4 non-credit courses) is part of our continued work with DigiBC and saw healthy enrolment through the Fall and Winter terms
- Streamlined process to support non-credit Base offerings scheduled through D1

PREPARED BY:
Adrian Lipsett, Dean, Continuing Studies

Appendix A: New CS non-credit courses (2023)

Course Code	Course Name	Approved Date
ASLL 0400	ASL for Newcomers	8/24/2023
FNFM 1101	Industry Landscape: Fashion for Film	10/19/2023
FNFM 1103	Communication and Leadership Skills: Fashion for Film	10/19/2023
FNFM 1107	Workforce Integration: Fashion for Film	10/19/2023
LERN 1260	Beginning Conversational Spanish	7/13/2023
LERN 1270	Spanish for Medical Professionals	7/13/2023
LERN 1381	Podcasting	7/13/2023
LERN 1430	Introduction to Web Design	7/13/2023
LERN 1431	Intermediate Web Design	7/13/2023
LERN 1432	Advanced Web Design	7/13/2023
LERN 1440	Remote Working and Communicating	10/5/2023
LERN 1441	Managing Remote Workers	10/5/2023
LERN 1442	Remote Work Manager Practicum	10/5/2023
LERN 1560	Mastering Microsoft Excel	7/13/2023
LERN 1561	Intermediate Excel	7/13/2023
LERN 1562	Advanced Excel	7/13/2023
LERN 1570	Statistics for Decisions Using Surveys	4/14/2023
LERN 1571	Evaluation Research	4/14/2023
LERN 1575	Statistics for Decisions Using Surveys	7/13/2023
LERN 1576	Evaluation Research	7/13/2023
LERN 1577	Action Research	7/13/2023
LERN 1580	Mastering Computer Skills for the Workplace	4/14/2023
LERN 1581	Mastering Computer Skills for the Workplace	7/13/2023
LERN 1590	WordPress Certificate	4/14/2023
LERN 1591	WordPress Certificate	7/13/2023
LERN 1760	QuickBooks Online Level 1	7/19/2023
LERN 1761	QuickBooks Online Level 2	4/14/2023
LERN 1770	Introduction to Six Sigma Green Belt	7/19/2023
LERN 1771	Intermediate Six Sigma Green Belt	4/14/2023
LERN 1772	Advanced Six Sigma Green Belt	4/14/2023
LERN 1780	Introduction to Social Media	7/19/2023
LERN 1781	Marketing Using Social Media	7/19/2023
LERN 1782	Integrating Social Media in Your Organization	10/5/2023
PDOG 1019	Trauma-Informed Approaches to Early Childcare and Learning	10/31/2023
PDOG 1126	Skills Enhancement for Newcomers (SEN)-Skills for Success in the Workplace	7/8/2023
PDOG 2004	Ready2Work Intl. 2.0	6/22/2023
PRDN 1201	Video Game Industry Landscape	6/17/2023
PRDN 1203	Project Management: Video Game Industry	6/17/2023
PRDN 1205	Communication & Leadership Skills: Video Game Industry	6/17/2023
PRDN 1207	Workforce Integration: Video Game Industry	6/17/2023
TRDE 3002	Advanced Driver Assist Systems Technology	4/26/2023
LERN 1590	WordPress Certificate	8/24/2023
MDRT 1103	Medical Device Reprocessing Technician Theory	2/15/2023
PRDN 1107	Workforce Integration: Animation & VFX Production	7/8/2023
REAL 1130	Building Service Worker	5/10/2023

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 11, 2024

ISSUE: New course: SCIE 0715 Foundations for Success in Math and Science

BACKGROUND:
The College Foundations (CF) Science and Math departments are proposing a new course: SCIE 0715 Foundations for Success in Math and Science. This course works with the SCIE 0710 Welcome to Math and Science course that Education Council approved in May 2024. The departments have received provincial funding to develop and run pathway programs to support Adult Basic Education (ABE) students to move through their upgrading courses as a cohort. One cohort will focus on Indigenous students, and the other will focus on a pathway for students heading to Health Sciences programs.

Both pathways will use existing courses for the most part, but as these students will likely have had interrupted or incomplete school experiences and might not see a place for themselves in post-secondary education, this programming will focus on a trauma-informed, low-barrier re-introduction to formal post-secondary learning. The cohort model in particular aims to foster a sense of belonging and encourage student success. The developers consulted extensively with David Kirk, Dean of Curriculum and Pedagogy, and Jessie Williams, Dean of Indigenous Initiatives.

SCIE 0715 is designed as a companion course as students begin taking math and science courses at VCC. It is designed to re-introduce students to formal schooling, bolster student confidence and improve core skills around common academic issues, such as study skills and academic anxiety. It is also the one common course for the students in the cohort (as students might be taking different levels of math and science in their other courses). The critical role of this course is maintaining and fostering the sense of belonging established in SCIE 0710.

DISCUSSION:
Jennifer Kelly, Department Head of CF Science, and Natasha Mandryk, Department Head of CF Math, presented the proposal. There were no major points of concern, as Curriculum Committee had recently reviewed SCIE 0710. The developers sought feedback on the name of the course, eventually agreeing on Foundations for Success in Math and Science.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course SCIE 0715 Foundations for Success in Math and Science.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 31, 2024

Course Change Request

New Course Proposal

Date Submitted: 05/10/24 5:43 pm

Viewing: **SCIE 0715 : Success in Math and Science**

Last edit: 05/22/24 3:37 pm

Changes proposed by: nmandryk

Programs
referencing this
course

[177: Academic Upgrading Grades 10-12](#)

Course Name:
   Foundations for Success in Math and Science

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: CF - Science (2008)

Contact(s)

Approval Path

1. 05/13/24 9:27 am Jennifer Kelly (jekelly): Approved for 2008 Leader
2. 05/13/24 10:22 am Mark Chiarello (mchiarello): Approved for SAS Dean
3. 05/31/24 9:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Kelly	science@vcc.ca	7293
Natasha Mandryk	math@vcc.ca	7294

Banner Course
Name: Success in Math and Science

Subject Code: SCIE - Science

Course Number   0715

Year of Study   Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course supports the continued development of fundamental practices for academic and personal success in a post-secondary environment. Emphasis is placed on math and science learning skills. Students will be encouraged to apply their learning to concurrent math and science course content as well as to their overall success as students on a path to future training.

Course Pre-Requisites (if applicable):

SCIE 0710 or departmental permission.

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	Apply effective learning and test-taking strategies to math and science course content
CLO #2	Reflect on and adjust learning strategies
CLO #3	Communicate their scientific and mathematical thinking to peers
CLO #4	Critically evaluate sources of information
CLO #5	Identify and implement key components of scientific problem solving
CLO #6	Identify and evaluate resources to support success in math/science classes
CLO #7	Identify common challenges post-secondary environments pose to student success, transfer, and graduation goals
CLO #8	Create action plans to address common challenges in post-secondary environments

	Upon successful completion of this course, students will be able to:
CLO #9	Apply and reflect on strategies for self-advocacy
CLO #10	Reflect on the role of learning communities in post-secondary student success
CLO #11	Identify self-care needs, priorities and resources

Instructional
Strategies:

To foster community-building, this course meets regularly in a group setting. Instructional strategies may include: group work; group discussions; presentations; guest speakers; workshops; individualized instruction; independent study; using electronic resources for learning and practice; and self-reflection. Students are encouraged to select activities and assignments that support their learning in other classes.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
  S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Application of learning/testing strategies, including reflection, evaluation, and refinement
Assignments		Application of a scientific problem-solving framework
Assignments		Critical thinking and scientific communication
Assignments		Create plans of action, e.g. for holistic success as a post-secondary student, "disaster response plans" to address possible challenges
Reflection		Reflect on experiences with student services/supports
Reflection		Reflect on skill development and progression toward goals
	All assessment activities should be completed to	

Type	Percentage	Brief description of assessment activity
	achieve a Satisfactory (S) grade	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Study skills and test-taking strategies for math and science, e.g. active reading, note-taking and memory techniques, learning strategies, time and workload management, scientific communication
Information literacy

Course Topics:
Scientific problem-solving, e.g. identifying hypotheses, variables, tests, data, sources of error; prediction and estimation; scientific communication; critical thinking
Holistic considerations of being a student (physical, socio-emotional, mental, spiritual), including needs, care priorities, and resources
Multiple ways of knowing, being, and doing
Self-advocacy in a post-secondary environment; planning for program or college transfer
Individual and collective resilience
First Peoples Principles of Learning

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

SCIE 0710

Provide

Additional Information

Provide any additional information if necessary.

SCIE 0715 is the second new course created in response to a provincial ABE Pathways funding proposal.

- Indigenous ABE Pathways, a learning cohort that supports Indigenous students' transition to and through ABE courses into their target post-secondary program;
- ABE Pathways to Health Sciences, a learning cohort that supports students' transition to and through ABE courses into their target health science program.

Both pathways are intended to leverage existing successful programming and advance equity by expanding access to students whose schooling may have been interrupted or incomplete, and who may not see a place for themselves in post-secondary education and professional careers. Our proposed pathways will provide a trauma-informed, low-barrier re-introduction to formal schooling, bolster students' confidence in their own abilities, and address common issues such as test anxiety and study skills. Perhaps even more importantly, it will foster a sense of belonging, which is of utmost importance to student success.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 11, 2024

ISSUE: Changes to credits for 3 courses in the Medical Office Assistant Certificate

BACKGROUND:
The Applied Business department is proposing credit changes to three courses: MEDC 1141, MEDC 1142 and MEDC 1151, reducing each course by 0.5 credit. The entire program was recently revised, and this version has not yet been taught. Therefore, new course numbers are not required.

These courses are taught in a mixed format consisting of lecture, seminar, and lab time. Therefore, the Registrar's Office raised no concerns about using a variation of the credit-hour ratio.

DISCUSSION:
Dennis Innes, Dean of Hospitality, Food Studies and Applied Business, presented the proposal. The committee had no concerns.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Medical Office Assistant Certificate, and changes to the credits for MEDC 1141, MEDC 1142, and MEDC 1151.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 31, 2024

Program Change Request

Date Submitted: 05/17/24 1:11 pm

Viewing: **Medical Office Assistant Certificate**

Last approved: 01/08/24 4:17 pm

Last edit: 05/17/24 1:14 pm

Changes proposed by: drabadzija

Catalog Pages Using
this Program
[Medical Office Assistant Certificate](#)

Program Name:
  Medical Office Assistant Certificate

Credential Level: Certificate

Effective Date: September 2024

Effective Catalog   2024-2025 Academic Calendar
Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department   Medical Office Assistant 15/16 (4602)

Contact(s)

In Workflow
1. **4602 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path
1. 05/17/24 1:21 pm Darija Rabadzija (drabadzija): Approved for 4602 Leader
2. 05/17/24 1:55 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/31/24 9:39 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History
1. Dec 20, 2017 by clmig-jwehrheim
2. Jun 26, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Dec 9, 2021 by Nicole Degagne (ndegagne)

5. Mar 10, 2022 by Todd Rowlatt (trowlatt)
6. Sep 27, 2022 by Darija Rabadzija (drabadzija)
7. Dec 15, 2022 by Nicole Degagne (ndegagne)
8. Jun 29, 2023 by Darija Rabadzija (drabadzija)
9. Nov 14, 2023 by Julia Slade (jslade)
10. Jan 8, 2024 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Julia Slade	jslade@vcc.ca	8525

Program Content Guide

Purpose

The Medical Office Assistant Certificate program is designed to prepare individuals for a career in the healthcare industry. Students graduate with the necessary knowledge and skills to excel as support personnel in medical offices, clinics, and healthcare facilities. Through a blend of theory and practical learning experiences, students will gain expertise in medical terminology, administrative functions, electronic health record management, and patient interaction, enabling them to become integral contributors to the functioning of the healthcare team.

Admission Requirements

Grade 12 graduation, or equivalent

English language proficiency demonstrated by *one* of the following:

English 12 with a C+ grade, or

English language proficiency, or equivalent

A proctored keyboarding test with a speed of a minimum of 25 gross words per minute on a 5-minute test with a maximum of 5 errors using the touch-typing method.

Upon Acceptance:

Criminal Record Check (CRC): Students in this program may be required to complete a CRC prior to their practicum placement. The CRC must be completed according to VCC's Criminal Record Check instructions.

The following health precautions are highly recommended for students in this program and may be required by some practicum hosts:

A negative TB skin test, or if the skin test is positive, then proof of a negative TB chest X-ray

An immunization record showing current vaccinations for, or immunity to

Diphtheria/Tetanus,

Polio

Measles/Mumps/Rubella,

Hepatitis B,

Varicella (chicken pox)

Pertussis

COVID-19

Influenza, completed annually (highly recommended)

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for the following courses:

MEDC 1141 Medical Terminology for Medical Office Assistant 1

MEDC 1142 Medical Terminology for Medical Office Assistant 2

MEDC 1151 Medical Speed & Accuracy for Medical Office Assistant 1

MEDC 1236 Medical Speed & Accuracy for Medical Office Assistant 2

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. Please contact the Department for details.

Tuition and fees will still apply to PLAR candidates. See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The program is six months of full-time study. Students have three years to complete the program.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Communicate professionally with clients and members of the medical and health professional team.
PLO #2	Work safely in a healthcare environment.
PLO #3	Practice in a professional and ethical manner including cultural safety and humility.
PLO #4	Use problem-solving, critical thinking, decision-making and information literacy skills in practice.
PLO #5	Practice effective quality management in healthcare environments.
PLO #6	Manage patient records and perform medical billing procedures.
PLO #7	Assist physicians by performing clinical procedures within MOA scope of practice.
PLO #8	Collaborate with the medical team to implement and apply "Chronic Disease Management" protocols.
PLO #9	Use medical and business computer applications related to word processing, data management, and electronic communication.
PLO #10	Accurately transcribe medical correspondence and reports utilizing keyboarding skills at a speed level required by current employment standards.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The program is divided into two (2) terms of integrated, blended learning. The theory component is delivered through lectures, group work, demonstrations, and student presentations. Students apply the theory component through case simulations, exercises, role practices, computer software learning, and practicum experiences.

Evaluation of Student Learning

Student learning is assessed through written exams, quizzes, skill demonstrations, group work, assignments, and presentations. Practicum performance is assessed by feedback from practicum staff, self-reflection, and instructor observations.

VCC actively collaborates with students to ensure accessibility and create a respectful, accountable culture through our confidential and specialized supports offered through Disability Services. Please contact Disability Services in advance of your program to explore the services offered.

In this fast paced and compact program, active participation and regular attendance are strongly advised. Engaging in class discussions, collaborative activities, and interacting with peers and instructors will greatly enhance understanding, mastery of the subject matter and successful completion of the program.

For more attendance details refer to the Student Manual available in the Department of Applied Business and the Requirements for Student Attendance and Participation policy.

Students must receive a minimum program grade point average of 'C+' (2.33) and a grade of 'S' in the practicum to successfully graduate, a minimum cumulative grade point average of 'C+' (2.33) in each term to advance into subsequent terms in the program, and a minimum grade point average of 'C+' (2.33) in all courses to participate in the practicum.

Students must pass all Term 1 courses in order to proceed to Term 2. In addition, students must pass all Term 2 courses in order to participate in the Practicum course.

Recommended Characteristics of Students

Ability to relate with clients, colleagues, and staff in a tactful and courteous manner
Personal hygiene, grooming, and appearance acceptable to a medical environment
High standard of honesty, integrity, and professionalism
Ability to maintain confidentiality
Ability to complete tasks and skills required for medical dictation
Attention to detail, accuracy, patience, and ability to work well under pressure
Ability to organize, problem-solve, and set priorities
Good human relation skills
Ability to work effectively in a team environment
Basic computer literacy and ability to adapt to and learn new software

Courses

Plan of Study Grid

Term One	Credits
MEDC 1125 Administrative Procedures for Medical Office Assistant	3.0
MEDC 1141 Medical Terminology for Medical Office Assistant 1	3.5
MEDC 1151 Medical Speed & Accuracy for Medical Office Assistant 1	1
MEDC 1142 Medical Terminology for Medical Office Assistant 2	3.5
MEDC 1132 Human Relation Skills	1

MEDC 1160 Electronic Communications for Medical Office Assistants 1.5

      Credits   13.5

Term Two

MEDC 1236 Medical Speed & Accuracy for Medical Office Assistant 2   2

MEDC 1250 Medical Documentation   2

MEDC 1270 Medical Billing for Medical Office Assistant   1.5

MEDC 1259 Clinical Procedures   2

MEDC 1260 Medical Office Assistant Practicum   3

      Credits   10.5

      Total Credits   24

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

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

The transcript typically shows a letter grade for each course with a S or U for the Practicum experience. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

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.

changing credits for MEDC 1141, 1142 and 1151. See MEDC 1141 proposal.

Are there any
expected costs to
this proposal.

Consultations

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: Domestic
                         International

Marketing Description

Gain the knowledge and skills to manage patient flow, health records, medical billing, scheduling, and to perform clinical procedures and other administrative duties in various health care environments.

Course Change Request

Date Submitted: 05/17/24 1:01 pm

Viewing: **MEDC 1141 : MT for MOA 1**

Last approved: 12/14/23 6:49 am

Last edit: 05/17/24 1:01 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[67: Medical Office Assistant Certificate](#)

Course Name:

   Medical Terminology for Medical Office Assistant 1

Effective Date: September 2024

School/Centre: Hospitality, Food Studies & Applied Business

Department: Medical Office Assistant 15/16 (4602)

Contact(s)

In Workflow

1. **4602 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/17/24 1:21 pm Darija Rabadzija (drabadzija): Approved for 4602 Leader
2. 05/17/24 1:56 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/31/24 9:39 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 14, 2023 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Julia Slade	jslade@vcc.ca	8525

Banner Course Name: MT for MOA 1

Subject Code: MEDC - Medical Office Careers

Course Number   1141

Year of Study   1st Year Post-secondary

Credits: 3.5 4

Bridge College Code   VO

Bridge Billing Hours   4

Bridge Course Level   01

Course Description:

This course introduces students to medical terminology (word structure, prefixes, suffixes, spelling, abbreviations, and pronunciation). Students will study the body as a whole, including directional terms. Students will learn the anatomy and physiology of body systems, as well as some of the pathological conditions, diagnostic tests, and procedures relevant to those systems.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Student must achieve a grade of at least 70% on the challenge examination.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the components of a medical term (root word, combining vowel, prefix, suffix) and demonstrate how medical terms are constructed using these components
CLO #2	Identify organ systems and describe how these systems function to maintain homeostasis in the body
CLO #3	Correctly spell and pronounce medical terms related to organs and systems
CLO #4	Interpret medical abbreviations for diagnostic tests and procedures

	Upon successful completion of this course, students will be able to:
CLO #5	Describe pathology and disorders related to organs and systems and the diagnostic tests, procedures, and treatments related to those disorders

Instructional
Strategies:
   Lectures, group work, presentations

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	25	
Quizzes/Tests	10	2 quizzes at 5% each
Quizzes/Tests	20	8 spelling tests @ 2.5% each
Assignments	20	2 assignments @ 10% each -brochure on a medical/health topic -presentation on a medical/health topic (in pairs or groups)
Final Exam	25	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 72

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Tutorial

Hours in Category 1:   50

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:
Lab

Hours in Category 2:   22

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
The basic structure of medical terms Directional (anatomical) terms, the body as a whole Prefixes used in medical terminology Suffixes used in medical terminology *All topics include: medical abbreviations, spelling, pronunciation, pathology, and diagnostic tests and procedures related to each body system
Digestive system Urinary system Female reproductive system Male reproductive system Musculoskeletal system
Cardiovascular system Respiratory system Nervous system Sensory systems (eyes & ears) Lymphatic and immune systems Skin system Endocrine system

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

Required Textbook: The Language of Medicine, 12th Edition, by Davi-Ellen Chabner, ISBN: 9780323551472

Computer/online resources: drug references, biology/anatomy references, medical/health resources)

Optional: medical dictionary

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?

Yes

Provide a rationale for this proposal:

Changing credits in 3 MOA courses. Keeping the same course numbers since these courses have not run yet.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Dawn Cunningham Hall
Other	Curriculum Committee Chair Todd Rowlatt

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Course Change Request

Date Submitted: 05/17/24 1:14 pm

Viewing: **MEDC 1142 : MT for MOA 2**

Last approved: 12/14/23 6:49 am

Last edit: 05/17/24 1:14 pm

Changes proposed by: drabadzija

> Programs
> referencing this
> course
>
> 67: Medical Office Assistant Certificate

Course Name:
  Medical Terminology for Medical Office Assistant 2

Effective Date: September 2024

School/Centre: Hospitality, Food Studies & Applied Business

Department: Medical Office Assistant 15/16 (4602)

Contact(s)

In Workflow

1. **4602 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/17/24 1:21 pm
   Darija Rabadzija
   (drabadzija):
   Approved for 4602
   Leader
2. 05/17/24 1:56 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 05/31/24 9:39 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Dec 14, 2023 by
   Darija Rabadzija
   (drabadzija)

Name	E-mail	Phone/Ext.
Julia Slade	jslade@vcc.ca	8525

Banner Course
Name: MT for MOA 2

Subject Code: MEDC - Medical Office Careers

Course Number   1142

Year of Study   1st Year Post-secondary

Credits: 3.5 4

Bridge College Code	VO
Bridge Billing Hours	4
Bridge Course Level	01

Course Description:

This course further introduces students to medical terminology (word structure, spelling, abbreviations, and pronunciation). Students will study the body as a whole, learn the anatomy and physiology of body systems, as well as common pathological conditions, diagnostic tests, and procedures relevant to those systems and homeostasis.

Course Pre-Requisites (if applicable):

MEDC 1141.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Student must achieve a grade of at least 70% on the challenge examination.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the components of a medical term and teminology construction and deconstruction
CLO #2	Identify organ systems and describe how these systems function to maintain homeostasis in the body
CLO #3	Correctly spell and pronounce medical terms related to organs and systems

	Upon successful completion of this course, students will be able to:
CLO #4	Interpret medical abbreviations for diagnostic tests and procedures
CLO #5	Describe pathology and disorders related to organs and systems and the diagnostic tests, procedures, and treatments related to those disorders
CLO #6	Describe commonly encountered mental health issues and the clinical screening tools used in their diagnosis
CLO #7	Explain the basic stages of drug action within the body, from ingestion/administration to excretion
CLO #8	Identify drug categories and their purposes, and name specific examples of medications in each category

Instructional

Strategies:

Lectures, group work, presentations.

Evaluation and Grading

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

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	25	
Quizzes/Tests	10	2 quizzes at 5% each
Quizzes/Tests	20	8 spelling tests @ 2.5% each
Assignments	20	2 assignments @ 10% each -brochure on a medical/health topic -presentation on a medical/health topic (in pairs or groups)
Final Exam	25	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 72

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Tutorial

Hours in Category 1:   50

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2:   22

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
The basic structure of medical terms *All topics include: medical abbreviations, spelling, pronunciation, pathology, and diagnostic tests and procedures related to each body system
Digestive system Urinary system Female reproductive system Male reproductive system Musculoskeletal system

Course Topics:
Cardiovascular system Respiratory system Nervous system Sensory systems (eyes & ears) Lymphatic and immune systems Skin system Endocrine system
Psychiatry (mental health disorders commonly encountered in the clinical setting) Basic pharmacology

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

Required Textbook: The Language of Medicine, 12th Edition, by Davi-Ellen Chabner, ISBN: 9780323551472

Computer/online resources: drug references, biology/anatomy references, medical/health resources)

Optional: medical dictionary

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

MEDC 1141

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

Date Submitted: 05/17/24 1:02 pm

Viewing: **MEDC 1151 : Speed & Accuracy for MOA**

Last approved: 11/29/23 8:43 am

Last edit: 05/17/24 1:01 pm

Changes proposed by: drabadzija

Programs
referencing this
course
  67: Medical Office Assistant Certificate

Course Name:

  Medical Speed & Accuracy for Medical Office Assistant 1

Effective Date: September 2024

School/Centre: Hospitality, Food Studies & Applied Business

Department: Medical Office Assistant 15/16 (4602)

Contact(s)

In Workflow

1. **4602 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/17/24 1:21 pm Darija Rabadzija (drabadzija): Approved for 4602 Leader
2. 05/17/24 1:56 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/31/24 9:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Nov 29, 2023 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Julia Slade	jslade@vcc.ca	604-871-7000/8525

Banner Course Name:	Speed & Accuracy for MOA
Subject Code:	MEDC - Medical Office Careers
Course Number	1151
Year of Study	1st Year Post-secondary
Credits:	1 ~~1.5~~

Bridge College Code	VO
Bridge Billing Hours	1.5
Bridge Course Level	01

Course Description:

This course introduces students to the touch-typing method of keyboarding. Students develop keyboarding speed and accuracy by completing assigned keyboarding lessons, and by doing 1, 3, and 5-minute timing tests. Students apply protective ergonomics and good body mechanics to avoid injury or eye strain during keyboarding.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Successfully complete a keyboarding challenge exam - 40 gross words per minute with 98% accuracy, with five errors or fewer.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate a minimum keyboarding speed of 40 gross words per minute on a 5-minute timing test with 98% accuracy.

	Upon successful completion of this course, students will be able to:
CLO #2	Apply ergonomic principles and protective body mechanics to avoid injury and eye strain.
CLO #3	Apply correct finger placement using the touch-typing method when keyboarding.
CLO #4	Identify areas for improvement of speed or accuracy in keyboarding.

Instructional

Strategies:

Lecture, Lab work and keyboarding practice.

Evaluation and Grading

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

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Completion of assigned typing lessons
Quizzes/Tests	25	5-minute timing tests
Quizzes/Tests	25	3-minute timing tests
Quizzes/Tests	25	1-minute timing tests
Other		Possible Bonus points for exceptional speed or accuracy on a 5-minute timing test

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 35

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to the QWERTY keyboard
Finger placement for touch-typing (home keys and correct finger movements)
Avoiding injury: stretches and exercises to prevent injury and eye strain
Avoiding injury: ergonomics and body mechanics for keyboarding
Building speed and accuracy in keyboarding

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

computer lab, online resource

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 11, 2024

ISSUE: Revisions to Hairstylist Certificate and Esthetics & Spa Therapy Certificate

BACKGROUND:
The Hair Design, Skin & Body Therapy department is proposing changes to both the Hairstylist and Esthetics & Spa Therapy Certificate programs. The primary change in both programs is rebalancing the credits among the three courses in each program. The third term requires nine credits to qualify as a full-time program; this is important to both international and domestic students to ensure they meet requirements for their student visas and for financial aid. No new content or outcomes have been added to either program, but outcomes have been moved into Term 3 as hours have been shifted.

In addition, the programs have been revised to improve evaluation, delivery and online support for students, focusing on improving the hands-on training within the programs. The goal of the changes is to improve the student experience and program understanding.

DISCUSSION:
Louise Dannhauer, Department Head of Hair Design, Skin & Body Therapy, presented the proposal. There were no significant concerns. The admission requirements were adjusted to direct students to the English language proficiency page to provide more options for students.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Hairstylist Certificate program content guide, including three new courses: HAIR 1010, HAIR 1020 and HAIR 1030.

THAT Education Council approve, in the form presented at this meeting, revisions to the Esthetics & Spa Therapy Certificate program content guide, including three new courses: ESTH 1010, ESTH 1020 and ESTH 1030.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 31, 2024

Program Change Request

Date Submitted: 05/09/24 2:25 pm

Viewing: **Hairstylist Certificate**

Last approved: 08/01/23 4:29 pm

Last edit: 05/21/24 5:23 pm

Changes proposed by: drabadzija

Catalog Pages Using
this Program
  Hairstylist Certificate

Program Name:
  Hairstylist Certificate

Credential Level:	Certificate
Effective Date:	January 2025 ~~May 2022~~
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Hairstyling (5202)

Contact(s)

Approval Path

1. 05/09/24 2:27 pm
   Louise Dannhauer
   (ldannhauer):
   Approved for 5202
   Leader
2. 05/09/24 5:41 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 05/31/24 9:22 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Dec 20, 2017 by
   clmig-jwehrheim
2. Jan 3, 2018 by Todd
   Rowlatt (trowlatt)
3. Jun 13, 2018 by
   cdeans
4. Sep 6, 2018 by
   cdeans
5. Nov 14, 2018 by
   Todd Rowlatt
   (trowlatt)

6. Aug 21, 2019 by Nicole Degagne (ndegagne)
7. Oct 13, 2020 by Nicole Degagne (ndegagne)
8. Oct 15, 2020 by Darija Rabadzija (drabadzija)
9. Apr 13, 2022 by Todd Rowlatt (trowlatt)
10. Mar 22, 2023 by Darija Rabadzija (drabadzija)
11. Aug 1, 2023 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Louise Dannhauer ~~Lucy Griffith~~	ldannhauer@vcc.ca ~~lgriffith@vcc.ca~~	-- ~~8331~~
~~Linda Brandwood~~	~~lbrandwood@vcc.ca~~	~~8327~~

Program Content Guide

Purpose

The Hairstylist Certificate program prepares students for employment in the hair industry by providing them with authentic learning experiences to develop the knowledge, skills and professionalism to be successful in industry. This program will lead students to the completion of the SkilledTradesBC RedSeal Endorsement.

Admission Requirements

~~Grade 10~~
English 10 or equivalent. ~~equivalent.~~
Applicants who do not meet the program admission requirements may be admitted based on an interview with the Department leader or representative.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This program is 10 months in length and is offered in a progression of 3 courses. The maximum time to complete this program is 2 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Perform all duties of a hairstylist in accordance with industry health and safety standards related to hygiene, sanitation and disinfection practices.
PLO #2	Use and maintain tools and equipment according to industry standards.
PLO #3	Demonstrate professional behavior and communication skills with clients and co-workers.
PLO #4	Identify the structure and functions of the skin and the hair and recognize possible disease and disorders.
PLO #5	Perform shampooing, conditioning and scalp massaging services using the correct manipulations and professional haircare products.
PLO #6	Demonstrate elevated and non-elevated haircuts using a variety of tools and techniques.
PLO #7	Perform wet and dry hair styling using a variety of styling techniques, products and tools.
PLO #8	Apply the fundamentals of preparing and applying professional colour and lightening products using specific applications and techniques.
PLO #9	Demonstrate permanent wave procedures using a variety of tools and techniques.
PLO #10	Describe the types and purposes of hair extensions, wigs and hairpieces.
PLO #11	Apply fundamental business management knowledge and skills needed to operate a hair salon.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Hairstylist Certificate program is designed to meet the training needs of the Industry and the required training objectives established by SkilledTradesBC. The Hairstylist program provides a wide range of student learning opportunities in the classroom, salon and workplace settings. Students will gain hands-on practical experience working with clients in the VCC Salon and Spa. Industry work experience provides students with additional opportunities to apply their knowledge and technical skills in a workplace setting. Classroom instruction is designed for students to develop theoretical knowledge and practical skills which will be applied for success in the VCC Salon and Spa.

Active student learning and participation is emphasized throughout the program to promote the development of knowledge, technical skills and professional behaviour required for success in the industry. Lectures, demonstrations, group work, peer assessment, reflective journaling, and project based learning strategies are used throughout the program to promote student leaning.

Evaluation of Student Learning

Students are evaluated throughout the program on their theoretical and practical skills using a combination of assignments, projects, and exams. Instructors assess students on their practical skills in the VCC Salon and Spa using day-to-day observation and practical assessment guides.

Students are required to achieve a minimum of 70% in all courses including theory and practical assessments.

Students who do not achieve 70% in all theoretical exams are given the opportunity to rewrite a maximum of two (2) theory exams per course.

Students not achieving 70% in both the theory and practical exams will not proceed to the next course and will not successfully complete the program.

Upon completion of the VCC Hairstylist Certificate Program, students are eligible to write SkilledTradesBC's exam required for the Hairstylist Certificate of Completion. Students who complete both the VCC Hairstylist Certificate and the VCC Esthetics & Spa Therapy Certificate are eligible to receive a VCC Diploma in Cosmetology.

Recommended Characteristics of Students

Sincere interest in administering personal services;

Interpersonal and communication skills required for providing customer service;

Good hand-eye coordination;

Manual dexterity and creative ability;

Normal colour vision;

Good depth perception and ability to perceive line and form;

Ability to stand for long periods of time;

Ability to plan and work independently;

Self-motivated and a sense of responsibility;

Basic writing and numerical skills;

Interest in art, fashion, creativity or design

Candidates considering this program are likely to be most successful as graduates if they are in good health and are aware that health concerns such as asthma, respiratory problems, skin conditions and eczema may be present in this career.

Courses

Plan of Study Grid

Term One	Credits
~~HAIR 1100Hairstylist Foundation 1~~	~~17~~
HAIR 1010Hairstyling Foundation 1	16
Credits	16
Term Two	
~~HAIR 1200Hairstylist Foundation 2~~	~~18~~
HAIR 1020Hairstyling Foundation 2	16
Credits	16
Term Three	
~~HAIR 1300Hairstylist Foundation 3~~	~~6~~
HAIR 1030Hairstyling Foundation 3	9
Credits	9
Total Credits	41

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75		2.67
F	0-69	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

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

Course Change Request

New Course Proposal

Date Submitted: 05/08/24 3:12 pm

Viewing: **HAIR 1010 : Hairstyling Foundation 1**

Last edit: 05/21/24 5:25 pm

Changes proposed by: ldannhauer

Programs
referencing this
course

49: Hairstylist Certificate

Course Name:
   Hairstyling Foundation 1

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Hairstyling (5202)

Contact(s)

In Workflow

1. **5202 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/08/24 3:15 pm Louise Dannhauer (ldannhauer): Approved for 5202 Leader
2. 05/09/24 5:41 pm Lucy Griffith (lgriffith): Approved for CTT Dean
3. 05/31/24 9:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course Name: Hairstyling Foundation 1

Subject Code: HAIR - Hairstylist

Course Number   1010

Year of Study   1st Year Post-secondary

Credits: 16

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are provided with a solid foundation in essential skills for the hairstyling profession, laying the groundwork for future courses. Students learn how to use and care for tools and maintain a safe and hygienic environment in adherence to health and safety standards. Topics include service preparation, hair and scalp services, hair colouring basics, and fundamental hair-cutting techniques using various tools, styling methods, and dry finishing.

The course also equips students with the ability to assess client needs. They learn to analyze face shapes, make service recommendations, establish timelines and pricing, and identify potential diseases and disorders. Students also gain insights into industry expectations regarding professionalism, cultivating skills in professional behaviour and effective communication with clients and coworkers.

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:
CLO #1	Identify what qualifies as single-use tools and accessories and how to use and maintain them.
CLO #2	Sanitize and disinfect tools and equipment using specific materials and procedures.
CLO #3	Prepare clients for services and the various types of draping techniques.
CLO #4	Perform hair and scalp treatment, including analyzing and manipulating the scalp and hair and performing scalp massage.

	Upon successful completion of this course, students will be able to:
CLO #5	Identify the structure and functions of the skin and the composition of hair and recognize possible diseases and disorders.
CLO #6	Demonstrate professional behaviour and communication skills with clients and co-workers.
CLO #7	Demonstrate wet hair styling using a combination of styling techniques and the art of dry and finishing styling using thermal tools and comb-out techniques.
CLO #8	Identify basic colour formulation and application techniques suitable for specific client colour needs.
CLO #9	Describe the procedure for performing bleach application and recognize degrees of lightening.
CLO #10	Determine where excess hair needs to be removed and perform the fundamental hair-cutting techniques of elevated and non-elevated haircuts.
CLO #11	Perform cutting of facial and nape hair.

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments
Lab Work	10	Customer service. *Must achieve a minimum of 70% in this assessment.

Type	Percentage	Brief description of assessment activity
Final Exam	30	Final Practical Assessments. *Must achieve a minimum of 70% in this assessment.
Exam	20	Topic Theory Exams. *Must achieve a minimum of 70% in this assessment.
Lab Work	25	Sign Off Sheets & Client Services *Must attend 90%
Quizzes/Tests	05	Online Quiz

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Tutorial

Hours in Category 1:   100

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Clinical

Lab

Rehearsal

Simulation

Hours in Category 2:   300

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Use and Maintenance of Tools and Equipment
Haircutting
Hair Styling
Hair Colouring
Hygiene, Sanitation and Disinfection Practices
Hair and Scalp Care
Client Services

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

Tool and equipment supplies are required for this program. For kit information and prices, visit the VCC Bookstore.

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?

Yes

Provide a rationale
for this proposal:

This proposal aligns course lengths with the Esthetics and Spa Therapy program without altering program duration or hours. Course outlines regarding attendance and assessments are clarified. The Hairstylist certificate program undergoes a comprehensive overhaul addressing evaluation, delivery, curriculum, and online support. Curriculum revisions prioritize offering specific treatments earlier, aligning with salon business models. Innovative strategies

increase on-campus presence and improve hands-on training. The project is anticipated to improve student experiences, reduce appeals, enhance program understanding, and potentially benefit other departments.

Are there any
expected costs as a
result of this
proposal?
  no

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Meeting and follow up with the RO to discuss the logistics of our program and courses and how to fit them into the academic schedules - At the moment we are unable to find a solution that satisfies the logistical considerations for the RO and for our programs. We have agreed to keep the communication lines open and to work towards considering other delivery options to address everyone's concerns.
Centre for Teaching, Learning, and Research (CTLR)	I met with Francesco to review the course outlines. Francesco provided some valuable edits, comments, and questions for us to consider and incorporate into the outlines.
Faculty/Department	A curriculum committee was formed because faculty and staff agreed that changes were needed to align the evaluation plans and assessments. The curriculum committee created a sprint analysis identifying the areas of weakness in the course evaluations, a new plan, and language about department policies presented in the new outlines.
Indigenous Education & Community Engagement (IECE)	emailed Clay Little and David Kirk to start engaging in conversations of how the salon and spa could begin the work of decolonizing and indigenizing the curriculum. A meeting to discuss this is pending.
International Education	IE was consulted as the course outlines for the hair program will have some adjustment to their lengths and to consult about how much time they would need for marketing. The IE team was ok with the start date for Fall 2024 as it

Consulted Areas	Consultation Comments
	is still less than 150 days between certificates, and the program content, credits, and duration remain the same.
Other	I met with Feras and Todd to discuss the credits for the courses, and they felt that there would not be any changes in this area. Todd also helped with adding the language around attendance and grading policies.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?   No

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/24 3:14 pm

Viewing: **HAIR 1020 : Hairstyling Foundation 2**

Last edit: 05/21/24 5:25 pm

Changes proposed by: ldannhauer

Programs
referencing this
course

49: Hairstylist Certificate

Course Name:

Hairstyling Foundation 2

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Hairstyling (5202)

Contact(s)

Name	E-mail	Phone/Ext.
Louise	Dannhauer	2363334876

Banner Course   Hairstyling Foundation 2
Name:

Subject Code: HAIR - Hairstylist

Course Number   1020

Year of Study   1st Year Post-secondary

Credits: 16

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building upon the foundational knowledge introduced in HAIR 1010, students delve into advanced cutting techniques involving razors and specialty shears. Students master specific tools and techniques for texturizing methods like thinning, slithering, point cutting, slicing, and razor rotation.

Expanding their styling repertoire, students explore wet and dry hair techniques and long hair preparation and styling, fostering creativity and gaining an understanding of desired finishing results and client suitability. Colour skills are enhanced by exploring multi-dimensional foil highlights, lowlights, virgin bleach application, lightning retouch, and toner services.

Students are introduced to additional permanent wave wrapping techniques, including specialty wraps, long hair permanent waving methods, and insights into the Keratin hair smoothing system and various hair relaxers. Students also explore salon and spa business concepts, covering branding, marketing, business plans, financial requirements, rental agreements, insurance, and human resources.

A unique aspect of the course is the opportunity for students to observe, learn, and assist in a professional salon environment of their choice. This salon work experience provides valuable insights into a stylist's general functions, duties, roles, and responsibilities in a real-world setting.

Course Pre-Requisites (if applicable):

HAIR 1010.

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	Perform texturizing methods on elevated and non-elevated haircuts using specific tools and techniques.
CLO #2	Demonstrate clipper over comb and scissors over comb and using trimmers.
CLO #3	Perform wet or dry hair styling, including finger waving, long hair preparation and styling, finishing techniques and longhair flat iron and curling iron techniques.
CLO #4	Demonstrate multi-dimensional foil highlights and lowlights, virgin bleach application, lightening retouch and toner services.
CLO #5	Demonstrate pre-colour analysis, in-depth client consultations, safe processing and application of toner.
CLO #6	Identify the fundamentals of colour correction including the removal of artificial pigment and tint back applications.
CLO #7	Analyze the hair for possible problems, causes and solutions associated with the chemicals and their effects on hair during, perming and relaxing.
CLO #8	Demonstrate sectioning, wrap patterns, tool placement, and chemical application for permanent waving procedures, and Keratin hair smoothing system.
CLO #9	Identify fundamental concepts and skills relevant to salon operation and explore general functions, duties, roles, and responsibilities within a chosen salon environment during a practicum.

Instructional
Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages   Passing grade:
   70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments.
Practicum	10	Work Experience. *Must achieve a minimum of 70% in this assessment.
Exam	20	Topic Theory Exams. *Must achieve a minimum of 70% in this assessment.
Final Exam	30	Practical Assessments. *Must achieve a minimum of 70% in this assessment.
Lab Work	20	Practical Assessment Sign-off-Sheets
Lab Work	10	Customer Service *Must attend 90%

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

  Seminar

  Tutorial

Hours in Category 1:   110

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:   230

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3:   60

Course Topics

Course Topics:
Use and Maintenance of Tools and Equipment.
Haircutting.
Hair Styling.
Hair colouring.
Chemical Waving.
Hygiene, Sanitation and Disinfection Practices.
Hair and Scalp Care.
Client Services.

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

Tool and equipment supplies are required for this program. For kit information and prices, visit the VCC Bookstore.

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

HAIR 1010

Course Change Request

New Course Proposal

Date Submitted: 05/08/24 3:14 pm

Viewing: **HAIR 1030 : Hairstyling Foundation 3**

Last edit: 05/21/24 5:25 pm

Changes proposed by: ldannhauer

Programs
referencing this
course
   49: Hairstylist Certificate

Course Name:
   Hairstyling Foundation 3

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Hairstyling (5202)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course   Hairstyling Foundation 3
Name:

Subject Code: HAIR - Hairstylist

Course Number   1030

Year of Study   1st Year Post-secondary

In Workflow

1. **5202 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/09/24 2:27 pm Louise Dannhauer (ldannhauer): Approved for 5202 Leader
2. 05/09/24 5:41 pm Lucy Griffith (lgriffith): Approved for CTT Dean
3. 05/31/24 9:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 9

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Expanding upon the skills acquired in HAIR 1020, students dive into the essentials of specialized services, focusing on wigs, hairpieces, and extensions. Students explore the intricacies of different wig types, hairpieces, and extensions, delving into measuring criteria for fitting maintenance and cleaning techniques.

As part of their practical experience, students have a second opportunity to observe, learn, and assist in a professional salon environment. Applying their acquired skills following salon requirements, students also take the time to reassess their career goals and craft self-marketing tools. This includes the development of a professional portfolio, practicing interview techniques, and creating a comprehensive resume and cover letter.

Guest speakers representing salon franchises, corporations, and salon owners are invited to share valuable insights into their hiring criteria. Over nine weeks, students prepare for the final VCC practical exam and gear up for the theory exam leading to their SkilledTradesBC Hairstylist Certificate of Completion.

Course Pre-Requisites (if applicable):

HAIR 1010, HAIR 1020.

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	Identify fundamentals of specialized services such as wigs, hairpieces and extensions.
CLO #2	Explore the composition of the types of wigs, hairpieces, and extensions and the measuring criteria for fitting, maintenance, and cleaning techniques.

	Upon successful completion of this course, students will be able to:
CLO #3	Develop self-marketing tools, including a professional portfolio, resume and cover letter.
CLO #4	Review concepts related to owning or operating a salon and spa business, such as branding, marketing, business plans, financial requirements, rental agreements, insurance, and human resources.
CLO #5	Discuss hiring criteria and job opportunities with industry leaders representing salon franchises, corporations, salon managers and salon owners.
CLO #6	Prepare for the SkilledTradesBC SLE theory exam.
CLO #7	Demonstrate proficiency in advanced techniques, problem-solving abilities, and effective communication within the industry, during a practicum.
CLO #8	Prepare for the final VCC practical exam.

Instructional
Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
  70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Business Assignment.
Practicum	15	Work Experience. *Must achieve a minimum of 70% in this assessment.

Type	Percentage	Brief description of assessment activity
Exam	15	Topic Theory Tests. *Must achieve a minimum of 70% in this assessment.
Final Exam	25	Practical Assessment Part A. *Must achieve a minimum of 70% in this assessment.
Final Exam	25	Practical Assessment Part B. *Must achieve a minimum of 70% in this assessment.
Lab Work	10	Customer Service. *Must attend 90%

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

    Lecture

    Online

    Seminar

    Tutorial

Hours in Category 1:   45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

    Clinical

    Lab

    Rehearsal

    Simulation

Hours in Category 2:   150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Practicum

Hours in Category 3:   30

Course Topics

Course Topics:
Wigs, hairpieces and extensions.
Self-marketing and professional portfolio.
Salon and spa business.
Prepare for the final VCC practical exam / SkilledTradesBC Hairstylist theory exam.

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

  Tool and equipment supplies are required for this program. For kit information and prices, visit the VCC
  Bookstore.

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

  HAIR 1010

Provide a rationale
for this proposal:

Are there any

Additional Information

Program Change Request

Date Submitted: 05/09/24 2:28 pm

Viewing: **Esthetics & Spa Therapy Certificate**

Last approved: 03/22/23 7:45 pm

Last edit: 05/21/24 5:24 pm

Changes proposed by: drabadzija

Catalog Pages Using
this Program
   Esthetics & Spa Therapy Certificate

Program Name:
   Esthetics & Spa Therapy Certificate

Credential Level: Certificate

Effective Date: January 2025 May 2022

Effective Catalog   2024-2025 Academic Calendar
Edition:

School/Centre: Trades, Technology & Design

Department   Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/09/24 2:40 pm
   Louise Dannhauer
   (ldannhauer):
   Approved for 5221
   Leader
2. 05/09/24 5:41 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 05/31/24 9:22 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Dec 20, 2017 by
   clmig-jwehrheim
2. Nov 19, 2018 by
   Louise Dannhauer
   (ldannhauer)
3. Oct 9, 2019 by
   Louise Dannhauer
   (ldannhauer)
4. Oct 16, 2019 by
   Nicole Degagne
   (ndegagne)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannahuer@vcc.ca	8332

Program Content Guide

Purpose

The Esthetics & Spa Therapy Certificate program prepares students for employment in the esthetics field of the spa industry by providing them with authentic learning experiences to develop the knowledge, skills, and professionalism to be successful in the industry. The Esthetics & Spa Therapy Certificate provides knowledge and practical experience to launch a career in this ever-changing industry. Constantly evolving curriculum and instruction help to ensure graduates have a competitive edge to succeed in the spa business or other related fields.

Admission Requirements

English 10 or equivalent. ~~Academic IELTS 5.5 overall (no band less than 5.0) or TOEFL iBT 68 or equivalent.~~ Applicants who do not meet the program admission requirements may be admitted based on an interview with the Department Leader or representative.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Esthetics & Spa Therapy Certificate Program is 10 months in length and is offered in a progression of 3 courses. The program is offered three days per week: Monday to Wednesday or Thursday to Saturday. The maximum time to complete this program is 2 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practice skin and body therapies in accordance with safety, hygiene, and sanitation standards and regulations.
PLO #2	Describe human anatomy, physiology and chemical composition specific to concerns relating to nail, skin, body, and hair removal treatments.
PLO #3	Perform spa treatments based on client consultation, skin analysis and nutritional needs.
PLO #4	Apply the principles of colour and design to lash, brow and specialized makeup techniques.
PLO #5	Perform in an ethical and professional manner conducive to spa environments.
PLO #6	Apply retail business administration practices and marketing techniques for operating a spa.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Esthetics & Spa Therapy Certificate Program provides a wide range of student learning opportunities in the classroom, spa and workplace settings. Students will gain hands-on practical experience working with clients in the VCC Salon and Spa. Industry work experience provides students with additional opportunities to apply their knowledge and technical skills in a workplace setting. Classroom instruction is designed for students to develop theoretical knowledge and practical skills which will be applied for success in the VCC Salon and Spa.
Participation is integral to the development of practical skills in this program; therefore, students assume the role of client, therapist and spa coordinator.
Work practicum offers students spa industry work experience, opportunities to practice knowledge and skills learned at the college and potential for employment.

Evaluation of Student Learning

Students are evaluated throughout the program on their theoretical and practical skills using a combination of assignments, projects, and exams. Instructors assess students on their practical skills in the VCC Salon and Spa using day-to-day observation and practical assessment guides.

Students are required to achieve a minimum of 70% in all courses including theory and practical assessments.

Students who do not achieve 70% in all theoretical exams are given the opportunity to rewrite a maximum of two (2) theory exams per course.

Students not achieving a minimum of 70% in both the theory and practical exams in a course will not be allowed to progress to the next course.

Upon successful completion of this program, the student will receive an Esthetics & Spa Therapy Certificate. Students who complete both the VCC Hairstylist Certificate and the VCC Esthetics & Spa Therapy Certificate are eligible to receive a VCC Diploma in Cosmetology.

Recommended Characteristics of Students

To be successful in the Esthetics & Spa Therapy Certificate Program, it is recommended students possess the following characteristics:

Ability to understand instruction in English;

Genuine interest in administering personal services;

Good interpersonal and communication skills;

Pleasant and out going personality;

Good hand and eye coordination;

Manual dexterity and creative ability;

Normal colour vision;

Good depth perception and ability to perceive line and form;

Ability to stand for a long periods of time;

Ability to plan and work independently;

Self motivation and a sense of responsibility;

Basic writing and numerical skills.

Candidates considering this program are likely to be most successful as graduates if they are in good health and are aware that the following health concerns may effect this career:

Asthma

Respiratory problems

Skin conditions

Eczema

Back Problems

Courses

| ESTH 1101 | Esthetics & Spa Therapy 1 | 16 |

~~ESTH 1201~~	~~Esthetics & Spa Therapy 2~~	~~16~~
~~ESTH 1301~~	~~Esthetics & Spa Therapy 3~~	~~7~~
ESTH 1010	Esthetics & Spa Therapy 1	16
ESTH 1020	Esthetics & Spa Therapy 2	16
ESTH 1030	Esthetics & Spa Therapy 3	9
Total Credits		41

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

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75		2.67
F	0-69	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

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.

Course outlines regarding attendance and assessments are clarified. The Esthetics & Spa Therapy certificate program undergoes a comprehensive overhaul addressing evaluation, delivery, curriculum, and online support. Innovative strategies increase on-campus presence and improve hands-on training. The project is anticipated to improve student experiences, reduce appeals, enhance program understanding, and potentially benefit other departments.

See ESTH 1010 for more information

Are there any
expected costs to
this proposal.

Consultations

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: Domestic
                                        International

Marketing Description

Get expert industry training in facial treatments, manicure, pedicure, gel application, hair removal, makeup, and body massage while serving real clients at VCC's state-of-the-art salon and spa.

What you will learn

What to expect

Course Change Request

New Course Proposal

Date Submitted: 05/08/24 3:07 pm

Viewing: **ESTH 1010 : Esthetics & Spa Therapy 1**

Last edit: 05/21/24 5:24 pm

Changes proposed by: ldannhauer

Programs
referencing this
course

85: Esthetics & Spa Therapy Certificate

Course Name:
Esthetics & Spa Therapy 1

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise	ldannhauer@vcc.ca	236-333-4876

Banner Course   Esthetics & Spa Therapy 1
Name:

Subject Code: ESTH - Esthetics

Course Number   1010

Year of Study   1st Year Post-secondary

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum**
   Committee
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/08/24 3:16 pm
   Louise Dannhauer
   (ldannhauer):
   Approved for 5221
   Leader
2. 05/09/24 5:41 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 05/31/24 9:22 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 16

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students embark on the foundational journey into the world of esthetics and spa therapy. Topics include spa hygiene, skincare, manicure, pedicure, hair removal, and eyelash and eyebrow tinting. Students learn proper spa hygiene practices, learn about skin types and conditions, perform professional manicure and pedicure procedures, safely conduct eyelash and eyebrow tinting treatments, effectively perform hair removal using wax techniques, and communicate professionally with clients. Emphasizing industry standards and safety protocols, this course ensures students are well-prepared for success in the spa industry.

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:
CLO #1	Understand Esthetics History and Industry Trends by exploring the historical evolution of esthetics and its significant industry trends.
CLO #2	Apply proper spa hygiene practices in accordance with industry standards.
CLO #3	Identify different skin types, common skin conditions, and appropriate skin care routines.
CLO #4	Demonstrate professional manicure and pedicure procedures, including nail shaping, cuticle maintenance, callus reduction, paraffin application, and polish application.
CLO #5	Demonstrate eyelash and eyebrow tinting treatments safely and effectively, considering client preferences and adhering to safety protocols.

	Upon successful completion of this course, students will be able to:
CLO #6	Implement hair removal services safely and effectively, employing hard and soft wax techniques on the face and body.
CLO #7	Facilitate effective Communication with clients, providing consultation and recommendations, and maintaining professionalismin a spa setting.
CLO #8	Describe the function of anatomy and physiology systems as they relate to skin and body therapy processes.

Instructional
Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages   Passing grade:
 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Presentations and independent research projects.
Assignments	15	Workbooks and independent study activities
Reflection	5	Reflective practice activities
Quizzes/Tests	10	Topic Quizzes. *Must achieve a minimum of 70% in all assessments.

Type	Percentage	Brief description of assessment activity
Field Experience	30	Public spa attendance, performance, and sign-off sheets. *Must attend 90% * Must achieve 70%

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

  Seminar

  Tutorial

Hours in Category 1:   100

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

  Lab

  Rehearsal

  Simulation

Hours in Category 2:   150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Self-Paced

  Individual Learning

Hours in Category 3:   150

Course Topics

Course Topics:
1. Introduction to Esthetics and Spa Therapy
2. Bacteriology and safe practices
3. Anatomy and physiology: cells & tissues, skin, osteology & myology
4. Manicure & nail anatomy
5. Pedicure & nail anatomy
6. Hair removal & trichology
7. Facial, skin analysis & consultation
8. Eyelash and eyebrow tinting
9. Introduction to customer service and public spa

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

Students are required to purchase a kit from the VCC bookstore.
Student kit includes uniform, tools, product equipment and textbook.

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?

Yes

Provide a rationale
for this proposal:

Course outlines regarding attendance and assessments are clarified. The Esthetics & Spa Therapy certificate program undergoes a comprehensive overhaul addressing evaluation, delivery, curriculum, and online support. Innovative strategies increase on-campus presence and improve hands-on training. The project is anticipated to improve student experiences, reduce appeals, enhance program understanding, and potentially benefit other departments.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Meeting and follow up with the RO to discuss the logistics of our program and courses and how to fit them into the academic schedules - At the moment we are unable to find a solution that satisfies the logistical considerations for the RO and for our programs. We have agreed to keep the communication lines open and to work towards considering other delivery options to address everyone's concerns.
Centre for Teaching, Learning, and Research (CTLR)	I met with Francesco to review the course outlines. Francesco provided some valuable edits, comments, and questions for us to consider and incorporate into the outlines.
Faculty/Department	A curriculum committee was formed because faculty and staff agreed that changes were needed to align the evaluation plans and assessments. The curriculum committee created a sprint analysis identifying the areas of weakness in the course evaluations, a new plan, and language about department policies presented in the new outlines.
Indigenous Education & Community Engagement (IECE)	emailed Clay Little and David Kirk to start engaging in conversations of how the salon and spa could begin the work of decolonizing and indigenizing the curriculum. A meeting to discuss this is pending.
International Education	IE was consulted as the course outlines for the hair program will have some adjustment to their lengths and to consult about how much time they would need for marketing. The IE team was ok with the start date for Fall 2024 as it is still less than 150 days between certificates, and the program content, credits, and duration remain the same.
Other	I met with Feras and Todd to discuss the credits for the courses, and they felt that there would not be any changes in this area. Todd also helped with adding the language around attendance and grading policies.

Course Change Request

New Course Proposal

Date Submitted: 05/08/24 3:08 pm

Viewing: **ESTH 1020 : Esthetics & Spa Therapy 2**

Last edit: 05/21/24 5:24 pm

Changes proposed by: ldannhauer

Programs
referencing this
course

85: Esthetics & Spa Therapy Certificate

Course Name:
   Esthetics & Spa Therapy 2

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course   Esthetics & Spa Therapy 2
Name:

Subject Code: ESTH - Esthetics

Course Number   1020

Year of Study   1st Year Post-secondary

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/08/24 3:16 pm
   Louise Dannhauer
   (ldannhauer):
   Approved for 5221
   Leader
2. 05/09/24 5:41 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 05/31/24 9:22 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 16

| Bridge College Code |
| Bridge Billing Hours |
| Bridge Course Level |

Course Description:

This course builds on topics introduced in Esthetics & Spa Therapy 1. Students are introduced to new techniques using gel nail polish and light-curing technology. Students will learn to use specific tools and techniques to perform spa and gel manicures and pedicures. Students are introduced to specialized foot services. Students will continue to build on and master facial treatments and develop confidence in using electrical equipment (laser theory, microdermabrasion, microcurrent, galvanic, LED, ultrasonic), professional-grade products, and advanced techniques. In addition to product knowledge, students will be introduced to body massage services (hot stone massage, aromatherapy), client comfort, and draping. Students will learn in a professional spa environment that provides real-life, hands-on experience.

Course Pre-Requisites (if applicable):

ESTH 1010.

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	Apply gel polish for both hands and feet, encompassing nail preparation, shaping, cuticle care, and safe removal techniques.
CLO #2	Craft professional and personalized esthetic resumes and cover letters showcasing their key skills, unique strengths, and relevant experience.
CLO #3	Apply the principles and benefits of relaxation massage, demonstrate various massage techniques for different body areas, and implement proper body mechanics and client positioning.
CLO #4	Explain LED and Laser therapy and apply protocols and treatment planning while adhering to safety considerations and recognizing contraindications.

	Upon successful completion of this course, students will be able to:
CLO #5	Apply microdermabrasion techniques, including precautions and post-treatment care, tailored to various skin types and concerns.
CLO #6	Demonstrate exfoliation techniques, body scrub selection and application, body wrap techniques, and moisturizing principles.
CLO #7	Demonstrate makeup principles, colour theory, foundation application, eye makeup techniques, and the creation of versatile looks for different occasions.
CLO #8	Safely administer electrical facial treatments while differentiating between machines and executing direct and indirect techniques.
CLO #9	Describe the function of anatomy and physiology systems as they relate to skin and body therapy processes.

Instructional
Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages   Passing grade:
  70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	30	Spa practicum, lab attendance and completion of signature sheets.
Project	15	Presentations and independent research projects.

Type	Percentage	Brief description of assessment activity
Assignments	15	Completion of workbooks and independent study activities.
Reflection	5	Reflective practice assignments. *Must attend 90% * Must achieve 70%
Quizzes/Tests	10	Topic quizzes. *Must achieve a minimum of 70% in all assessments.
Clinical Examination	25	Practical skills exams. *Must achieve a minimum of 70% in all assessments.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Tutorial

Hours in Category 1:   100

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Clinical

Lab

Rehearsal

Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Self-Paced

Individual Learning

Hours in Category 3: 150

Course Topics

Course Topics:
1. Body Treatments - Massage modalities
2. Anatomy and Physiology - Circulatory, nervous, endocrine, and digestive systems
3. Hand and Nail Treatment - Gel polish and spa modalities
4. Foot and Nail Treatment - Gel polish and spa modalities
5. Resume building and self-branding
6. Advanced esthetics skin treatments with machines
7. Customer service through the public spa experience

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

ESTH 1010

Prov

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/08/24 3:09 pm

Viewing: **ESTH 1030 : Esthetics & Spa Therapy 3**

Last edit: 05/21/24 5:24 pm

Changes proposed by: ldannhauer

Programs
referencing this
course

85: Esthetics & Spa Therapy Certificate

Course Name:
Esthetics & Spa Therapy 3

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course
Name: Esthetics & Spa Therapy 3

Subject Code: ESTH - Esthetics

Course Number 1030

Year of Study 1st Year Post-secondary

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/08/24 3:16 pm
   Louise Dannhauer
   (ldannhauer):
   Approved for 5221
   Leader
2. 05/09/24 5:41 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 05/31/24 9:23 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 9

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on the skills acquired in ESTH 1020, students develop advanced practical skills, customer service experiences, and business acumen. Students participate in a two-week offsite work experience placement, complete a business project, build a professional portfolio, conduct skincare case studies and projects, and undergo practical assessments for body waxing and customized facials.

Course Pre-Requisites (if applicable):

ESTH 1020.

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	Apply advanced esthetic practical skills, encompassing all practical skills learned in previous course levels.
CLO #2	Demonstrate exceptional customer service by creating a positive environment, actively listening to clients, and offeringprofessional recommendations for sustained satisfaction during treatments.
CLO #3	Participate in an offsite practicum by applying learned skills in a real-world esthetics setting, adapting to diverse client needs, and demonstrating professionalism and teamwork in collaboration with industry professionals.
CLO #4	Develop a comprehensive business plan for an esthetics-related venture, including analyzing market trends, target audience, competition, and financial projections and applying ethical business practices and effective marketing strategies.
CLO #5	Create a visually appealing professional portfolio showcasing skills, customer service, projects,

	Upon successful completion of this course, students will be able to:
	accomplishments, certifications, and industry achievements.
CLO #6	Analyze various skin conditions, design suitable treatment plans, and present comprehensive case studies showcasing advanced skincare knowledge.
CLO #7	Demonstrate body waxing techniques for client comfort and safety and execute customized facials with consideration for individual skin concerns.
CLO #8	Apply comprehensive knowledge and skills to solve complex problems, make sound decisions, and communicate professionally in real-world esthetic scenarios.

Instructional
Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages   Passing grade:
  70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	15	Spa work experience and related assignments.
Project	20	Presentations and independent research projects.
Assignments	10	In-class and independent learning activities.
Reflection	5	Three reflective practice assignments.

Type	Percentage	Brief description of assessment activity
Lab Work	30	Attendance in the public spa and completion of signature sheets. *Must attend 90% * Must achieve 70%
Clinical Examination	20	Practical exams. * Must achieve 70%

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

Hours in Category 1:   45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

  Clinical

  Lab

  Rehearsal

  Simulation

Hours in Category 2:   150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Practicum

Hours in Category 3:   30

Course Topics

Course Topics:
1. Advanced Practical Skills Application
2. Customer Service Excellence
3. Offsite Practicum Engagement
4. Business Project Development and Analysis
5. Professional Portfolio Building
6. Skincare Case Studies and Project Execution

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

ESTH 1010

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 11, 2024

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jan–May 2024)

From January to May 2024, Curriculum Committee approved the following minor curriculum changes:

- Updates to admission requirements for the Practical Nursing Diploma and Access to Practical Nursing Diploma programs

- Updates to four program content guides, including to admission requirements:
  o Architectural Technician Certificate
  o Civil/Structural Technician Certificate
  o Mechanical Drafting Technician Certificate
  o Steel Construction Modelling Technician Certificate.

- Update to the grading scale for the Applied Leadership and Business Management Certificate

- Updates to six program content guides and one course outline to align with VCC's definitions for different types of work-integrated Learning (WIL):
  o Career Awareness Certificate
  o Fashion Design & Production Certificate
  o Fashion Design & Production Diploma
  o Food Service Careers Certificate
  o Graphic Design Diploma
  o Retail and Hospitality Careers Certificate
  o VCDP 2500 Graphic Design Work Experience

- Updates to the Executive Assistant Certificate program content guide and two courses to add prior learning assessment and recognition (PLAR):
  o OADM 1401 Introduction to Accounting
  o OADM 1405 Administrative Technology

- Revisions to 22 courses, including to pre-requisites, evaluation plans and learning outcomes:

COMP 0981 Computer Science 12
ENGL 0750 English 10 Part 1
ENGL 0752 English 10 Part 2
ENGL 0861 English 11 Part 1
ENGL 0871 English 11 Part 2
ENGL 0981 English 12 Part 1
ENGL 0991 English 12 Part 2
ENGL 0992 Technical and Professional English 12
ENGL 0994 English 12 Essential
ENSK 0826 Writing Skills 11
ENSK 0902 University Prep Writing Sk 12
HOSP 1311 Introduction to Business Communications

HOSP 2102 Catering, Meetings and Event Management and
HOSP 2240 Hospitality Work Experience Co-Op
MATH 0861 Math 11 Part 1
NURS 4163 Community Health
NURS 4166 Canadian Health Care System
NURS 4261 Nursing Leadership
NURS 4264 Focused Preceptorship
SCIE 0751 Science 10
SIGN 3000 Intermediate ASL 3
WRSK 1076 Writing Skills

- Deactivation of 32 courses, which are no longer taught:

ACRD 2235 Automotive Glass
CULI 1184 Culinary Arts ESL Practicum 1
CULI 1185 Culinary Arts ESL Practicum 2
MUSC 1001 Kodaly Solfege
MUSC 1003 Basic Theory
MUSC 1053 Class Piano
MUSC 1102 Electronic Music
MUSC 1109 Composition Minor Study
MUSC 1110 Applied Music Composition
MUSC 1139 Classical Voice Minor Study
MUSC 1153 Class Piano
MUSC 1159 Classical Keyboard Minor Study
MUSC 1169 Contemporary Keyboard Minor Study
MUSC 1179 Minor Instrument Orchestral
MUSC 1185 Applied Music Contemporary Guitar
MUSC 1187 Applied Music Percussion
MUSC 1189 Minor Instrument Contemporary

MUSC 1201 Kodaly Solfege
MUSC 1205 History and Literature
MUSC 1206 Jazz History
MUSC 1240 Applied Music Fretted Instrument
MUSC 1270 Applied Music Violin/Viola
MUSC 1272 Applied Music Cello/Bass
MUSC 1287 Applied Music Percussion
MUSC 2140 Applied Music Fretted Instrument
MUSC 2160 Applied Music Contemporary Keyboard
MUSC 2170 Applied Music Violin/Viola
MUSC 2240 Applied Music Fretted Instrument
MUSC 2260 Applied Music Contemporary Keyboard
MUSC 2270 Applied Music Violin/Viola
MUSC 2302 Electronic Music
RRSK 1076 Reading and Study Skills

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 3, 2024

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 11, 2024

ISSUE: Education Quality Committee Annual Review Report

The Education Quality Committee (EQC) held its annual discussion with school deans on February 28, 2024. As last year, the format was a panel discussion with all deans focusing on a few key questions (listed below). The goal was to identify key trends and barriers in VCC's systems, focusing on ways to improve or model best practices to others in the institution.

This conversation provided input for further discussion among EQC members. This report attempts to capture the major points of the committee's discussion and is not a direct reflection of the deans' reports.

Many thanks to the deans for their thoughtful and reflective comments.

- Adrian Lipsett, Dean of Continuing Studies
- David Kirk, Dean of Curriculum and Pedagogy
- Dennis Innes, Dean of Hospitality, Food Studies and Applied Business
- Feras Ghesen, Acting Associate Director, Trades, Technology, and Design (on behalf of Lucy Griffith, Acting Dean of Trades, Technology, and Design)
- Jo-Ellen Zakoor, Dean of Health Sciences
- Shirley Lew, Dean of Arts and Sciences
- Tannis Morgan, Associate Vice President Academic Innovation

Accomplishments

What are you most proud of this year?

- **Responding to calls to Indigenize:** VCC's School of Instructor Education launched a micro-credential on Addressing Anti-Indigenous Racism in Adult Learning Environments in partnership with the BC Association of Aboriginal Friendship Centres. The Provincial Instructor Diploma program will run a cohort in collaboration with Sḵwx̱wú7mesh Úxwumixw (Squamish Nation) members. The School of Health Sciences received funding for a School-wide curriculum Indigenization project in response to the In Plain Sight Report.

- **Partnerships to support students:** The School of Trades, Technology & Design is running Access to Salon & Spa courses for Indigenous students in partnership with the Aboriginal Community Career Employment Services Society (ACCESS). A collaboration with the VCC Foundation provides

transportation and tools for students enrolled in the Trades Sampler program who are facing challenges in high school.

- **Academic quality, collaboration, and industry engagement:** Recruitment of industry experts as instructors, providing students with connections and opportunities for applied learning. Engaged Program Advisory Committees (PAC). Move towards a more team-based approach, e.g. collaboration among instructors to standardize Moodle shells on the program level. Training and mentoring of new faculty; exploring ways to recognize faculty professional development, for example through digital badges.

- **Leading in innovation:** Expanding use of technology, such as virtual reality (VR) in Culinary Arts. Establishment of a Simulation Centre in Health Sciences. VCC's engagement in the micro-credential space, including featuring in BCcampus Micro-credential Toolkit for B.C. Working with the ministry on a collaboration framework for curriculum-sharing across institutions in B.C.

- **Community engagement:** Successful move and integration of the Sign Language Interpreter program from Douglas College. Welcoming the new team into the VCC community, and consulting with the wider community about the next phase of consolidating ASL & Deaf Studies and Interpreting programming.

- **Creativity in overcoming challenges:** Responding to space shortages by delivering programs at other locations, such as high schools. Addressing enrolment challenges and reducing barriers for students in Health Sciences through flexible schedules, evening and weekend delivery.

Student Feedback

*Question: Reflect on the **effectiveness and efficiency of collecting feedback from students** formally and informally. What is working/not working? What have been the most effective ways of getting student feedback? How do programs consider equity, diversity and inclusion in data collection?*

Capturing the student voice is crucial to assess the quality of education and services and make improvements. How can we encourage a **culture of quality** at VCC?

Challenges: Lack of consistency in how feedback is collected.

- Formal mechanisms are course and program evaluation surveys from Institutional Research (IR), but **some areas use their own surveys or other formal or informal feedback mechanisms**.

- **Challenge to effectively collect data that is meaningful. Varying levels of response rates** and sample sizes so data may not be representative. Some areas have reported a drop in response rates after switching from hardcopies to online surveys. Strategies to increase response rates include: dedicating class time to complete surveys versus asynchronous completion on students' own time; providing tablets for surveys; instructors following up and reminding students of survey completion.

- **Survey fatigue.** Evaluations are conducted at the program and course level. To reduce survey fatigue and obtain more holistic feedback, particularly in programs with short courses, consider surveying students only once at the end of each level, rather than after each course. Other suggestions to prevent survey fatigue: highlight the value of surveys and feedback for students themselves. For example, share information about improvements that were made in response to student feedback.

- **Logistics challenges.** Manual work to distribute survey links from Institutional Research within departments, with a risk of human error. Different practices across schools (links are distributed by instructors or embedded in Moodle shells).

- **Access to data**. Department leaders have access to reports in Power BI. Despite some workshops, more training is needed to help department leaders navigate the tool and meaningfully engage with and analyze the data, as they may use the system only sporadically. Request for more training from

IR on use of Power BI, particularly around annual program reviews, as well as more support in data analysis.

- **Concerns about lack of anonymity**. Although online surveys have alleviated the issue, students are concerned that surveys are not truly anonymous. While course and program evaluation surveys are not intended as instructor evaluations, students may comment on individual faculty members. Even though this data is redacted by IR, individual instructors may still be identifiable by the course and term. Department heads are looking for guidance on how to manage feedback on instructors received as part of department-internal surveys.

- **Qualitative Data**. Focus groups are an effective way to collect rich qualitative data. Verbal feedback in focus groups as a decolonized practice, which could be further decolonized by using, e.g., a talking circle format. Success of focus groups in program renewals and in post-graduation roundtable format (Fashion), but there is no consistent practice.

Opportunities:

- Utilize technology to make surveys more accessible, e.g. on mobile devices or by providing QR codes and receiving responses almost in real-time. Evaluate use of Survey Monkey as the tool for course and program evaluations.

- Expand the use of focus groups as a way to capture qualitative data as part of ongoing quality assurance. Look at qualitative and quantitative data together to obtain a fuller picture.

- Look to IR to inform department leaders about the survey process and to help create greater consistency, as well as to provide more training on Power BI. For example, the School of Health Sciences will set up a meeting with IR and all department leaders.

Student Success and Wellness

*Question: What is the **impact on student success and wellness of the various pressures** on students (housing, cost of living, food insecurity, mental health)? What have been the most effective interventions to mitigate that impact?*

What feedback are we getting from students? There is limited systematic data collection around pressures facing students and effectiveness of interventions. The second annual mental health and well-being survey is in progress, but it is not separated by school. International student EDI committee in hospitality management is surfacing issues and taking some concrete action (e.g., around food insecurity). However, bringing issues to the surface without knowing what to do about them is actually increasing stress for students.

Questions & Considerations

- How much is within VCC's responsibility and ability to address these stressors and provide a level of social services?
- What is the College's responsibility versus the responsibility of the community at large and other government agencies?
- What is the role and scope of instructors to manage these issues as they manifest in the classroom? How do we manage the risk of burn-out?
- Acknowledgement that we all have a role to play to in supporting students, including through informal interactions and conversations to help them feel seen.

Recommendation to shift towards appreciative inquiry: highlight what VCC is already doing to alleviate these issues and what is in within our capacity. VCC is recognized externally for our efforts. **Ways to reduce pressure and remove barriers:**

- **Delivery methods and curriculum design. Flexible delivery** to fit around students' work schedules and other life responsibilities and reduce the need to commute. For example, asynchronous delivery, more self-directed learning, and fewer days on which students are required to come on campus. The CTLR can support department faculty in determining appropriate mode(s) of delivery. **Curriculum design** that considers mental health and well-being. A working will discuss incorporating these considerations from a curriculum and instructional design view.

- **Flexible pathways and reduced barriers.** Adjusting admission requirements to align with other programs in the province and remove unnecessary barriers (e.g., in the OPTA program). Ministry initiatives in Health Sciences to provide flexible pathways so graduates can move into other areas in the health sector more seamlessly, and to retain employees in the sector. Increased focus on **prior learning recognition and assessment (PLAR)**.

- **Consider student demographics and trends.** Who will our students be in the future? If we expand our reach through online delivery to areas with a lower cost of living (e.g., Continuing Studies), how do we provide instruction and support services?

- **Trauma-informed practice**. Increasing awareness of trauma-informed practice, e.g., presentation at Leaders' Forum by VCC's Counselling department.

Trends in the Post-Secondary Sector

*Question: How are your programs adapting to new and **upcoming trends in the post-secondary sector**, such as generative AI, badges/microcredentials, etc.?*

- **Indigenization, decolonization and reconciliation.** Continued high interest by faculty in engaging in this work. VCC is increasing resourcing in this area; an Indigenous Initiatives faculty advisor has been hired.

- **Micro-credentials, badges, and prior learning assessment and recognition (PLAR).** Looking at ways to better recognize prior life experiences/learning, both for domestic students, in view of changes in enrolment and the labour market, and for international students, in view of the government moving towards easier foreign credential recognition. Look to established practices in other countries that are more advanced in these areas. Importance of wider engagement within the post-secondary sector and the government to move these initiatives forward. The B.C. government has published a Micro-credential Framework for B.C.'s Public Post-Secondary Education System.

- **Artificial Intelligence (AI).** VCC has established a working group around AI in teaching and learning. There is both students and employer demand for training in use of AI. Importance of monitoring and engaging with sector-wide policies, frameworks, and best practices.

International Students

*Question: Reflecting on **increasing numbers of international students in programs,** what are some lessons learned? How can these be shared among all schools?*

- Challenges for programs (e.g., in hospitality management) whose **demographics** flipped in a few years from mostly domestic to mostly international. Less challenging for programs that were specifically designed for international students and where faculty was prepared versus needing to adjust to a different demographic.

- Importance of preparing **instructors to teach international students with English as an additional language**. EAL support faculty as an important resource not just for students but also for instructors. Five more EAL support faculty are being hired.

- **Language supports for students.** Providing EAL support faculty, as well as curriculum adjustments to emphasize communication skills (e.g., in the Hospitality Management Diploma program). The Trades Success Coordinator provides support with terminology and learning strategies.

- **Growth as a challenge.** In smaller classes there is some natural support, and issues are easier to identify early than in larger cohorts. Combined international and domestic cohorts can be challenging due to variation in language levels and motivation/interest in the specific program.

- **Assessments.** Feedback from international students identifies group work/assessments as a particular challenge due to varying levels of participation. Recommendation to re-evaluate assessment plans and work towards more individual authentic assessments. Importance of sharing best practices, tools and strategies as part of instructor orientation and training.

- **Orientation and mentorship for new instructors.** Orientation is crucial for new instructors (including term instructors) who may be industry experts but new to teaching. For example, the Marketing Technology & Accounting department ran a series of workshops for their new instructors in collaboration with the CTLR. The Practical Nursing department's mentorship program was presented at [VCC's Teaching & Learning Symposium](). Professional development opportunities through onboarding and mentorship are vital factors in faculty recruitment and retention.

Next Steps for the Education Quality Committee

Priorities for 2024/25

1. Create a working group to revisit the course and program evaluation process that was designed several years ago in view of the Quality Assurance Process Audit (QAPA) and create consistency. Make recommendations for improvements to the quality assurance infrastructure at the College. Working group members to include deans, faculty, Institutional Research, Education Quality Committee, SUVCC and FA.

2. Interface with the AI working group and the CTLR to engage with AI's impact on educational quality and educational policy.

3. Identify and report on key considerations from the working group on integrating mental health and well-being with curriculum design.

4. Create a Quality Report on educational programming and services. Identify suitable quality metrics at a College, school and program level. Develop common definitions of quality. Develop mechanisms to report to Education Council.

5. Work with the CTLR to identify, gather and share successful models for new instructor orientation and mentorship with departments and report on best practices.

6. Research question: How much does hybrid delivery relieve pressures on students? How do we assess and evaluate quality in hybrid program design and delivery? Research options could include: literature search, success rate for blended v. online courses, impact of Moodle standardization.

Committee Membership

Claire Sauvé, Associate Director, Continuing Studies
Clay Little, Associate Director, Indigenous Education and Community Engagement
Dana Valeria Rodriguez Arellano, Student Representative
David Wells, Vice President, Academic & Research
Heidi Parisotto, Faculty, Health Sciences
Jo-Ellen Zakoor, Dean of Health Sciences
Julie Gilbert, Faculty, Centre for Teaching, Learning & Research
Louise Dannhauer, Faculty, Trades, Technology & Design
Natasha Mandryk, Chair, Education Council
Patris Aghakian, Associate Director, Institutional Research
Pervin Fahim, Associate Director, School of Health Sciences
Tannis Morgan, Associate Vice President, Academic Innovation
Todd Rowlatt, Faculty, Library, Teaching & Learning Services
Vivian Munroe, Support Staff, Academic Scheduling

PREPARED BY: Todd Rowlatt, Chair, Education Quality Committee

DATE: May 30, 2024

VANCOUVER COMMUNITY COLLEGE
Education Council Annual Report 2023

Prepared by: Natasha Mandryk, Chair Education Council

June 3, 2024

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Message from the Chair

As a governance body made up of College employees and students, Education Council's work is connected to our understanding and experience of working or studying at VCC. We are committed to engaging with and supporting key initiatives the College is undertaking at this transformative time in VCC's history.

Indigenization by Decolonization and Reconciliation:

EdCo, with support from President & CEO Ajay Patel, added a dedicated seat for an Indigenous educational administrator on the council. EdCo welcomed David Kirk, Dean of Curriculum and Pedagogy, as the newly appointed member in January 2024.

Relationship building is, and will continue to be, crucial in our work towards expanding the opportunities for Indigenous members of the VCC community to be integral, influential members of our academic governing body. We thank Jessie Williams, Dean of Indigenous Initiatives; Clay Little, Associate Director of Indigenous Education and Community Engagement; Elder John Sam; David Wells, Vice President Academic & Research; and David Kirk, Dean of Curriculum and Pedagogy, for their wisdom, support, and guidance, and look forward to continuing these important conversations.

Strategic Initiatives:

The past year has seen EdCo engage with several other key College initiatives:

- We reviewed and celebrated the accomplishments under the Strategic Innovation Plan (SIP) for 2022–2025.

- VCC's partnership with the Scottish Qualifications Authority (SQA) opened new avenues for international collaboration, including opportunities to access high-quality curriculum and to expand student transfer opportunities.

- The Digital Badges Pilot Project marked a step towards recognizing the diverse skills and achievements of our students.

Campus Plan:

A cornerstone of VCC's evolution is the Campus Plan, which includes the groundbreaking Centre for Clean Energy and Automotive Innovation. This facility is not just a building; it embodies VCC's commitment to sustainability and cutting-edge technology. With this plan, EdCo anticipates a surge of innovative program proposals, and we stand ready to support these new educational pathways.

Education Council & Committee Planning

Our twice-yearly planning sessions have been instrumental in steering the conversation on emerging topics in education and governance. These sessions, distinct from our regular meetings, provide a platform for member education and strategic planning.

Academic Freedom: In 2023, we engaged in meaningful dialogue about academic freedom, exploring its implications for our governance and establishing a shared understanding of its importance.

VCC's Academic Plan: Vice President Academic & Research David Wells led a discussion on VCC's Academic Plan, fostering engagement and highlighting the value of embracing diverse perspectives.

Program Evaluation: A session on Private Training Institutions Branch (PTIB) program evaluation processes contributed to our ongoing dialogue on VCC's educational affiliation agreements.

Trauma-Informed Education: The Curriculum and Education Policy Committees hosted a training session on trauma-informed education, facilitated by Nicole Johnson and Ida Gianvito of Sheridan College.

The remainder of this report is dedicated to sharing EdCo's direct involvement with, and tangible work outcomes in, curriculum, policy, and educational quality.

My gratitude goes out to all members of EdCo, its Standing Committees and working groups, for contributing their time, expertise, and collegial support to this work.

Sincerely,

Natasha Mandryk

VCC Education Council Chair

2023 Year at a Glance

70   Members of the VCC community served on Education Council or a Standing Committee in 2023.

Curriculum – Programs & Courses

3   Concept Papers

8   New Programs

7   Significantly Revised Programs

213   New Courses

Policies

5   Policies Approved

2   Policies Under Review

1   Policy Rescinded

Education Quality

7   Program Renewals Completed

1   Program Accreditation

33   Curriculum Development Projects & Program Renewals Funded

Program & Curriculum Highlights

Concept Papers for New Programs:
- Automotive Parts and Service Management Diploma
- Clean Energy Technology Diploma
- Cybersecurity & Risk Management Post-Degree Diploma

New Programs:
- Automotive Parts and Service Technology Diploma
- Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma; Board approval February 2024
- Deaf and Hard of Hearing Employment Skills Advantage Short Certificate; Board approval February 2024
- Event Management Short Certificate
- Hospitality Management Certificate
- Preparatory Music Certificate
- Sign Language Interpretation Diploma
- UI/UX Design Diploma; pending Board approval

Program Renewals:
- Architectural Technician Certificate
- Asian Culinary Arts Certificate
- Basic Education
- Legal Administrative Assistant Certificate
- Medical Laboratory Assistant Certificate
- Paralegal programs
- University Transfer (UT) and Associate Degrees

Program Accreditation:
- Automotive Service Technician (Automotive Service Excellence–ASE)

Significantly Revised Programs:
- Bachelor of Hospitality Management (pending Board approval)
- Certified Dental Assisting Certificate (pending Board approval)
- Deaf and Hard of Hearing Essential Employment Certificate (EESC); Board approval February 2024
- Dental Hygiene Diploma (pending Board approval)
- Hospitality Management Diploma
- Legal Administrative Assistant Certificate (pending Board approval)
- Medical Transcription and Documentation Editing Certificate program (pending Board approval)

Reinstated Program
- Renal Dialysis Technician Short Certificate

Suspended Programs:

- ABE Graduation Program Certificate and ABE Intermediate Program Certificate
- Teaching Online Certificate
- VR/AR Design and Development Diploma

Education Council Approved:

- The provisional approval of new programs process on a permanent basis, and revised Terms of Reference for the Provisional Approval of New Programs Committee
- Math equivalencies table for admission requirements and several updates to VCC's English language proficiency requirements to provide more options for students; delegated approval of minor changes and updates to the Registrar's Office
- Approval process for new and revised course content guides (CCGs), an alternative to program content guides for course-based offerings

Joint Approval with the Board of Governors:

- Computer Systems Technology Articulation Agreement with the Canadian College of Technology and Business (CCTB)

Board of Governors Approved on the Advice of Education Council:

- 2023–2024 Enrolment Plan
- Academic Year 2023/24, 2024/25, 2025/26

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 to help ensure College curricula reflect sound pedagogical practices. This committee is the first stage in the curriculum approval governance process, as its recommendations are formally considered by EdCo for approval or for advice to the Board of Governors.

Curriculum Proposals: The committee reviewed and approved 26 proposals, and recommended 37 proposals to EdCo for further consideration. For a detailed account of these proposals, please refer to Appendix A.

Work-Integrated Learning (WIL): In collaboration with Rachel Warick, Program Coordinator in the Partnership Development Office, a working group established standardized definitions for WIL at VCC, based on definitions from Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). This standardization will improve our data collection, reporting capabilities, and access to funding opportunities, both provincially and nationally.

Curriculum Development Resources: A dedicated myVCC page was launched to serve as a repository for resources and information pertinent to curriculum development and approval processes, including details on developing and delivering microcredentials.

Provisional Approval of New Programs Committees

The provisional approval process, initiated as a pilot, was permanently established in 2023. This optional process supports new or significantly revised programs, allowing for minor curriculum adjustments during their initial implementation.

Provisionally approved programs:

- Marketing Technology and Accounting Diplomas: Successfully completed their provisional period and received final approval from EdCo after two years.
- Optician Diploma (in progress)
- Automotive Parts and Service Technology Diploma
- Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma

Education Policy Committee

Chair: Sarah Kay

Education Policy Committee is responsible for checking that all educational policies and procedures are thoroughly reviewed during the policy development and approval process. The committee reviews existing policies on a five-year cycle and supports the creation of new policies. Education Policy Committee acts in an advisory role to EdCo on all policy review-related matters.

Policy Review: The committee reviewed seven policies and recommended two policies to EdCo for approval. The committee also approved minor edits to procedures C.1.3 Granting of Credentials and D.1.4 Curriculum/Educational/Institutional Material Created within the College.

Conversations about ways to incorporate anti-racism, justice, equity, diversity an inclusion (JEDI) and Universal Design for Learning (UDL) considerations into policy review are ongoing.

Policies approved by Education Council and/or the Board of Governors:
- C.1.3 Granting of Credentials
- D.3.11 Transfer Credit
- D.3.5 Prior Learning Assessment and Recognition
- F.1.1 Ethical Conduct for Research Involving Humans
- F.1.2 Ethics and Integrity in Research and Scholarly Activity

Rescinded Policy:
- F.1.3 Conflict of Interest Related to Research

Policies under Review:
- C.3.14 Curriculum Development and Approval
- D.4.1 Accommodation for Students with Disabilities

Education Quality Committee

Chair: Todd Rowlatt

Education Quality Committee guides fundamental aspects of educational quality at VCC, such as program review, program renewal, and curriculum development (CD) fund allocation. Members of the committee ensure these processes are clearly defined, and are dedicated to continuous improvement and innovation in educational quality at VCC.

Annual Program Review: The committee reports annually to EdCo on key themes identified in program reviews. Main themes this year included intentional strategies around delivery methods; consistent student experience; student and employee mental health and well-being; and data collection and access.

College Initiatives: The committee engaged with various initiatives, including program-level standardization in Moodle and VCC's PLAR (Prior Learning Assessment and Recognition) environmental scan.

Curriculum Development Fund 2023/2024

VCC sets aside an annual budget of $400,000 to fund curriculum development (CD) projects. This funding aims to support new ideas and foster creativity and innovation. The Education Quality Committee provides advice to the Vice President, Academic & Research in allocating the funds.

Project eligibility was expanded to include development of teaching and learning materials for all delivery modes. A total of about $900,000 in funding was requested. As a result, the committee gave priority to: 1) projects currently in progress needing additional funds for completion; 2) projects arising from program reviews or renewals; and 3) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least $5,000.

In 2023/24, 28 curriculum development projects and 5 program renewals received CD funding.

CD Funded Projects:
- Asian Culinary Arts Program Renewal
- ASL & Deaf Studies Program Renewal Completion
- Auto Collision & Refinishing Diploma
- Auto Collision Apprentice Level 4 Harmonization
- Automotive Service Technician Inter-Provincial Exam Refresher Course
- Automotive Service Technology International Diploma Year 1 & 2 Revamp
- Business & Project Management – Applied Quantitative Skills (AQS) Innovative Delivery
- Business & Project Management Blended Delivery Strategy
- Certified Dental Assisting/Dental Reception Coordinator Curriculum Revision & Student-Centred Delivery
- Counselling Skills Certificate Restructuring
- Development of Courses in PIDP for Online Instructional Skills
- Development of New Dental Hygiene Diploma Program
- English as an Additional Language (EAL) Renewal Action Plan
- Equity at the Intersections of Literacy & English as an Additional Language (EAL)
- Esthetics & Spa Therapy Course Restructure
- Fundamental English Curriculum Renewal
- Graphic Design Diploma Curriculum Alignment
- Hairstylist Course Restructure
- Math 1054 Redesign
- Medical Laboratory Assistant Curriculum Development
- Medical Office Assistant Program Renewal
- Occupational/Physical Therapist Assistant Diploma Program Review
- Operations Management Diploma

- Outcomes from Program Renewal for Architectural Specialty in the CAD & BIM Diploma
- Paralegal Certificates & Diploma Revisions
- Practical Nursing - Transitioning Health Promotion to Blended Delivery
- UI/UX (User Interface/User Experience) Diploma Implementation
- University Transfer (UT) Program Renewal

Automatically Funded Program Renewals:

- Business Management
- College & Career Access (CCA) ACED Courses
- Community & Career Education (CACE) – Retail & Hospitality Careers
- Fashion Design & Production
- Visually Impaired

Appendix A – Approved Curriculum Proposals

Approved by Curriculum Committee: Program and Course Changes

School of Arts & Sciences

- Updates to 12 Science and Math courses (BIOL 0861, 0871, 0983, 0993, 1120, 1220; CHEM 0983, 0993; PHYS 0871, 0983, 0993; MATH 0625)
- Updates to nine Community & Career Education (CACE) courses, including to course names (CAAW 0637, 0638, 0639; FSCR 0650, 0655, 0660; REHC 0609, 0610, 0611)

Centre for Continuing Studies

- Updates to the Optician Diploma program content guide and revisions to seven courses (OPTC 1210, 1220, 1240, 1250, 2340, 2350, 2450)
- Updates to admission requirements for the Network Security Advanced Certificate and Network Technology Administration and Security Post-Degree Diploma
- Updates to courses FSHN 2321 Work Experience for Fashion and REAL 1110 Building Service Management

School of Hospitality, Food Studies & Applied Business

- Updates to admission requirements for the Business Management Post-Degree Diploma and Business and Project Management Post-Degree Diploma
- Updates to the Professional Cook 1 Certificate (STBC Youth Cohort) program content guide, including a program name change to replace references to the ITA with SkilledTradesBC (STBC)
- Updates to courses HOSP 1312 and HOSP 2311

School of Health Sciences

- Updates to admission requirements for the Access to Practical Nursing Diploma
- Updates to seven course outlines (NURS 1005, NURS 1161, 1162, 1164, 1261, 2005, 2105)

School of Trades, Technology & Design

- Updates to the Graphic Design Diploma program content guide and 10 courses (VCDP 2312, 2341, 2350, 2440, 2445, 2455, 2460, 2465, 2490, 2495)
- Updates to the Automotive Service Technology Diploma program content guide

School of Instructor Education

- Deactivation of the Online/eLearning Instruction Certificate, which was replaced by the Teaching Online Certificate, and of three courses

Approved by Curriculum Committee: Course Deactivations

ACAP 3001 Auto Collision Repair Technician Apprentice Level 3
ACRD 1110 Insurance Estimating
ACRD 1115 Oxyacetylene Welding
ACRD 1120 MIG Welding
ACRD 1125 Component Handling
ACRD 2100 Surface Preparation Methods
ACRD 2105 Undercoating
ACRD 2110 Solvents
ACRD 2115 Corrosion Protection
ACRD 2120 Topcoats
ACRD 2125 Paint Repairs
ACRD 2205 Spray Guns
ACRD 2210 Masking
ACRD 2215 Detailing
ACRD 2220 Delivery Inspections
ACRD 2225 Technological Change
ACRT 1112 Oxy-Acetyline Welding 1
ACRT 1113 MIG Welding 1
ACRT 1211 Tools and Equipment 2
ACRT 1212 Oxy-Acetylene Welding 2
ACRT 1213 MIG Welding 2
ACRT 1218 Automotive Detailing 2
ACRT 1220 Occupational Skills & Safety 2
ACRT 1221 Tools and Equipment 2
ACRT 1222 Oxy-Acetylene Welding 2
ACRT 1223 MIG Welding 2
ACRT 1225 Plastics and Composites 2
ACRT 1228 Automotive Detailing 2
ARPT 1127 Undercoats
ARPT 1129 Use of Solvents
ARPT 1134 Restoring Corrosion Protection
ARPT 1135 Topcoat Materials
ARPT 1136 Paint Problems and Repairs
ARPT 1137 Masking Procedures
ARPT 1138 Automotive Plastics
ARPT 1141 Pre Delivery Inspection (PDI)
ARPT 1142 Handling of Vehicle Components
ARPT 1143 Spray Guns and Equipment
ARPT 1152 Trends & Technological Change
ATAP 3001 Auto Service Tech Appr Lvl 3
ATAP 4001 Auto Service Tech Appr Lvl 4
BUSI 1315 Media and Public Relations
COMP 0750 Computer Studies 10
DRFT 6071 Heavy Steel Framing
EDUC 4150 Online/eLearning: Principles and Processes

EDUC 4151 Design and Develop Interactive eLearning
EDUC 4152 Delivery of eLearning
ENGL 1040 LPI Test Preparation
ENSK 0701 Reading and Study Skills 10
ESTH 1110 Anatomy and Physiology
ESTH 1115 Hand and Nail Treatment
ESTH 1120 Foot and Nail Treatment
ESTH 1125 Hair Removal
ESTH 1130 Skin Treatment 1
ESTH 1200 Makeup
ESTH 1205 Skin Treatments 2
ESTH 1210 Salon Management and Retailing
ESTH 1215 Body Treatment
ESTH 1220 Specialized Treatment
HAIR 0900 Access to Spa
HAIR 0901 Access to Salon
HAIR 1316 Salon and Spa Business 3
HLUC 1100 Medical Terminology
HLUC 1110 Professional Practice
HLUC 1120 Admit, Transfer and Discharge
HLUC 1130 Professional Communications
HLUC 1200 Physicians' Orders 1
HLUC 1210 Physicians' Orders 2
HLUC 1220 Physicians' Orders 3
HLUC 2300 Physicians' Orders 4
HLUC 2310 Physicians' Orders 5
HLUC 2320 Physicians' Orders 6
HLUC 2330 Clinical Preparation
HLUC 2400 Clinical Practicum 1
HLUC 2410 Clinical Practicum 2
JADE 1101 Metal Techniques 1
JADE 1102 Gemmology 1
JADE 1103 Drawing and Rendering 1
JADE 1105 Design Resources 1
JADE 1201 Metal Techniques 2
JADE 1202 Gemmology 2
JADE 1203 Drawing and Rendering 2
JADE 1205 Display Project
JADE 1206 Design Resources 2
JADE 2101 Metal Techniques 3
JADE 2102 Gemmology 3
JADE 2103 Drawing and Rendering 3
JADE 2105 Design Resources 3
JADE 2106 Business Management
JADE 2108 Metal Techniques 3

JADE 2202 Gemmology 4
JADE 2203 Drawing and Rendering 4
JADE 2205 Design Resources 4
JADE 2206 Metal Techniques 4
JADE 2209 Computer Graphics
JADE 2210 Diploma Project
LIBR 1100 Information & Research Fund
MATH 0752 Business & Consumer Math 10 Part 1
MATH 0753 Business & Consumer Math 10 Part 2
MSKL 1103 Essential Management Skills
VIIT 1001 Keyboarding 1
VIIT 1002 Introduction to Windows
VIIT 1003 Word Processing
VIIT 1004 Spreadsheet Management

VIIT 1005 Database Management
VIIT 1006 Power Point Presentations
VIIT 1007 Exploring the Internet
VIIT 1008 Business Communications
VIIT 1009 Work Placement
VIIT 1010 Keyboarding 2
VIIT 1019 Work Placement Skills
VIIT 1103 Advanced Word Processing
VIIT 1104 Advanced Spreadsheet Management
VIIT 1105 Advanced Database Management
VIIT 1106 Advanced Power Point Presentations
VIIT 1107 Web Page Design
VIIT 1130 Microsoft Office Core Exam Preparation

Approved by Education Council: New Programs, Program & Course Changes

School of Arts & Sciences

- New Sign Language Interpretation Diploma program content guide
- Revisions to the Deaf and Hard of Hearing Essential Employment Skills Certificate (EESC) program content guide, including a program name change; program content guide for the new Deaf and Hard of Hearing Employment Skills Advantage Short Certificate; and 14 new courses
- New Preparatory Music Certificate program content guide, four new and two revised courses
- New course content guides (CCGs) for Academic Upgrading Pre-Grade 10 Skills and Academic Upgrading Grades 10–12
- Updates to courses CCED 0605, CCED 0606, MATH 1111 and MTSK 0877

Centre for Continuing Studies

- New Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma program content guide and 17 new courses
- Revisions to the Counselling Skills Foundations: Mental Health & Addictions Certificate program content guide, including a program name change, nine revised and three new courses
- Updates to admission requirements for the Renal Dialysis Technician Short Certificate and Medical Device Reprocessing Technician Certificate

School of Health Sciences

- Updates to the Health Care Assistant Certificate, Health Care Assistant Diploma (International Cohort), Occupational/Physical Therapist Assistant Diploma, Practical Nursing Diploma and Access to Practical Nursing Diploma program content guides, including to admission requirements

- Revisions to the Certified Dental Assisting Certificate program content guide, including a program name change, and 15 new courses
- Revisions to the Dental Hygiene Diploma program content guide and 24 new courses
- Revisions to the Health Care Assistant Certificate program content guide and 12 revised courses
- Revisions to the Health Unit Coordinator Certificate program content guide and six revised courses

School of Hospitality, Food Studies & Applied Business

- Final approval of the provisionally approved Marketing Technology Diploma program
- Revisions to the Accounting Diploma program content guide, two revised and five new courses; and final approval of the provisionally approved program
- Revisions to the Bachelor of Hospitality Management program content guide, including 12 revised and 8 new courses
- Revisions to the Legal Administrative Assistant Certificate program content guide, including a program name change, one revised and nine new courses
- Revisions to the Medical Office Assistant Certificate program content guide, four revised and six new course
- Revisions to the Medical Transcription and Documentation Editing Certificate, including a program name change, 12 revised and 4 new courses
- Revisions to admission requirements for the Hospitality Management Diploma

School of Instructor Education

- Updates to the Provincial Instructor Diploma Program (PIDP) and Train the Trainer Short Certificate program content guides, and one new course
- Updates to the Trades Instructor Short Certificate program content guide and one revised course

School of Trades, Technology & Design

- New Automotive Parts and Service Technology Diploma program content guide and 20 new courses
- New UI/UX Design Diploma program content guide and eight revised courses
- Revisions to 5 program content guides in CAD & BIM Technologies (Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma, Architectural Technician Certificate, Civil/Structural Technician Certificate, Mechanical Drafting Technician Certificate, Steel Construction Modelling Technician Certificate); 37 revised and 26 new courses
- Updates to the Graphic Design Diploma program content guide and eight revised courses
- Revisions to the Heavy Mechanical Technology Diploma program content guide, including a program name change, and 18 new courses

Approved by Education Council: New Courses

School of Arts & Sciences

ACED 0715 Previous Work and Job Skills
ASLD 2180 American Sign Language Level 8
ASLD 2290 American Sign Language Level 9
ASLD 2310 American Sign Language Level 10
CCED 0605 Basic Computer Skills Level 1
CCED 0606 Basic Computer Skills Level 2
CCED 0607 Basic Computer Skills Capstone
DHHE 0611 American Sign Language Foundations for DHH 1
DHHE 0612 American Sign Language Foundations for DHH 2
DHHE 0613 American Sign Language Foundations for DHH 3
DHHR 0610 Personal Development 1
DHHR 0616 Employment Skills 1
DHHR 0617 Career Explorations 1
DHHR 0618 Workplace Literacy Skills 1
DHHR 0619 Essential Employment Skills Work Experience 1
DHHR 0620 Personal Development 2
DHHR 0626 Employment Skills 2
DHHR 0627 Career Explorations 2
DHHR 0628 Workplace Literacy Skills 2
DHHR 0629 Essential Employment Skills Work Experience 2
DHHR 0631 Self Awareness and Advocacy
DHHR 0632 Employment Search Literacy
DHHR 0633 Career Networking and Resources
DHHR 0634 Workplace Conflict Resolution
INTR 2100 Positionality in the Deaf Community
INTR 2120 Foundations of Practice 1
INTR 2140 Interpretation Theory and Practice 1: Translation
INTR 2150 Deaf Community Service Learning 1
INTR 2210 Ethics & Professional Decision Making
INTR 2220 Foundations of Practice 2
INTR 2240 Interpretation Theory and Practice 2

INTR 2250 Deaf Community Service Learning 2
INTR 2260 Deafhood: Pathways to Identity & Diversity
INTR 2340 Interpretation Theory and Practice 3: Community
INTR 3110 Self and Community of Practice
INTR 3120 Sign Language Interpretation in Educational Settings
INTR 3140 Interpretation Theory and Practice 4
INTR 3150 Advanced American Sign Language for Interpreters
INTR 3210 Sign Language Interpreting Practicum Readiness
INTR 3220 Sign Language Interpreting Practicum 1
INTR 3230 Sign Language Interpreting Practicum 2
MATH 0610 Fundamentals of Mathematics 1A
MATH 0615 Fundamentals of Mathematics 1B
MATH 0620 Fundamentals of Mathematics 2A
MATH 0625 Fundamentals of Mathematics 2B
MATH 0630 Fundamentals of Mathematics 3A
MATH 0635 Fundamentals of Mathematics 3B
MATH 0640 Fundamentals of Mathematics 4A
MATH 0645 Fundamentals of Mathematics 4B
MATH 0650 Fundamentals of Mathematics 5A
MATH 0655 Fundamentals of Mathematics 5B
MATH 0660 Fundamentals of Mathematics 6A
MATH 0665 Fundamentals of Mathematics 6B
MUSC 1041 Preparatory Performance Techniques 1
MUSC 1042 Preparatory Performance Techniques 2
MUSC 1050 Preparatory Music Individual Instruction 1
MUSC 1060 Preparatory Music Individual Instruction 2

Centre for Continuing Studies

CNSK 1512 Introduction to Pharmacology and Concurrent Disorders
CNSK 1515 Group Facilitation Skills
CNSK 1521 Practicum: Counselling Skills
CYBR 1000 Orientation to GRC and Cybersecurity

CYBR 1101 Cybersecurity Fundamentals
CYBR 1102 Business Communication and Presentation Skills
CYBR 1103 Business Fundamentals
CYBR 1104 IT Risk

CYBR 1201 Introduction to Security Program Management
CYBR 1202 Project Management
CYBR 1203 Report and Technical Writing
CYBR 1204 Frameworks and Auditing
CYBR 2301 Cloud Security Principles
CYBR 2302 Incident Response and Disaster Recovery

CYBR 2303 Information Technology Infrastructure Library
CYBR 2304 Privacy and Data Protection
CYBR 2401 Advanced Cybersecurity Topics
CYBR 2402 Governance of Enterprise IT
CYBR 2403 Professional Development
CYBR 2404 Capstone

School of Health Sciences

DENT 1105 Dental Assisting Professionalism 1
DENT 1115 Applied Dental Sciences 1
DENT 1125 Clinical Support Theory 1
DENT 1135 Preventive Approaches for Dental Health 1
DENT 1145 Dental Assisting Practice 1
DENT 1190 Dental Office Management
DENT 1205 Dental Assisting Professionalism 2
DENT 1215 Applied Dental Sciences 2
DENT 1225 Clinical Support Theory 2
DENT 1235 Preventive Approaches for Dental Health 2
DENT 1245 Dental Assisting Practice 2
DENT 1255 Dental Assisting Practicum 1
DENT 1345 Dental Assisting Practice 3
DENT 1355 Dental Assisting Practicum 2
DENT 1390 Patient Care Clinic
DHYG 2100 Foundations of Dental Hygiene 1
DHYG 2110 Dental Hygiene Clinical Practice 1
DHYG 2120 Radiography 1
DHYG 2135 Head and Neck Anatomy
DHYG 2145 Dental Anatomy

DHYG 2150 Dental Hygiene Professional Practice 1
DHYG 2200 Foundations of Dental Hygiene 2
DHYG 2210 Dental Hygiene Clinical Practice 2
DHYG 2220 Radiography 2
DHYG 2250 Dental Hygiene Professional Practice 2
DHYG 2255 Nutrition for Oral Health
DHYG 2260 Pathology 1: Periodontology
DHYG 2270 Pharmacology in Dental Hygiene 1
DHYG 3100 Foundations of Dental Hygiene 3
DHYG 3110 Dental Hygiene Clinical Practice 3
DHYG 3160 Pathology 2: Oral Pathology
DHYG 3170 Pharmacology in Dental Hygiene 2
DHYG 3180 Dental Hygiene in Community 1
DHYG 3200 Foundations of Dental Hygiene 4
DHYG 3210 Dental Hygiene Clinical Practice 4
DHYG 3250 Dental Hygiene Professional Practice 3
DHYG 3265 Dental Biomaterials
DHYG 3275 Transition to Practice
DHYG 3280 Dental Hygiene in Community 2

School of Hospitality, Food Studies & Applied Business

ACCT 2030 Accounting Software Applications and Bookkeeping
ACCT 2040 Introduction to Auditing
ACCT 2050 Payroll, Accounts Payable, and Accounts Receivable Software
ACCT 2060 Accounting Capstone
HOSP 3104 Hospitality Revenue Management
HOSP 3201 Talent & Culture
HOSP 3203 Hospitality Business Law
HOSP 4101 Sustainability and Innovation in Business
HOSP 4102 Digital Marketing in Hospitality
HOSP 4103 Global Tourism
HOSP 4203 Event Management and Sales
HOSP 4204 Capital and Asset Management

MEDC 1110 Medical Document Editing
MEDC 1125 Administrative Procedures for Medical Office Assistant
MEDC 1141 Medical Terminology for Medical Office Assistant 1
MEDC 1142 Medical Terminology for Medical Office Assistant 2
MEDC 1151 Medical Speed & Accuracy for Medical Office Assistant 1
MEDC 1160 Electronic Communications for Medical Office Assistants
MEDC 1240 Medical Speed and Accuracy for MT 3
MEDC 1243 Advanced Transcription
MEDC 1245 Medical Transcription Practicum

MEDC 1270 Medical Billing for Medical Office Assistant
MGMT 1020 Introduction to Business and Technology
OADM 1140 Computer Applications for Legal Administrative Assistants
OADM 1150 Office Procedures for Legal Administrative Assistants
OADM 1160 Corporate Law for Legal Administrative Assistants
OADM 1170 Conveyancing for Legal

Administrative Assistants
OADM 1180 Career Development
OADM 1190 Civil Litigation for Legal Administrative Assistants
OADM 1250 Family Law for Legal Administrative Assistants
OADM 1260 Wills and Probates for Legal Administrative Assistants
OADM 1270 Practicum Readiness

School of Instructor Education

PIDP 3401 PID Independent Studies

School of Trades, Technology & Design

APST 1101 Introduction to the Partsperson Trade
APST 1102 Warehousing Tasks & Parts Catalogues
APST 1103 Counter Duties and Basic Vehicle Systems
APST 1104 Introduction to Mechanical Parts
APST 1105 Standard Stock, Lubricant & Shop Supplies
APST 1201 Catalogues and Engine Components
APST 1202 Engine Support Systems
APST 1203 Canadian Occupational Health & Safety
APST 1204 Automotive Service Systems and Shop Safety
APST 1205 The Automotive Workplace
APST 2101 Emerging Transportation Technologies 1
APST 2102 Introduction to Management
APST 2103 Organizational Performance
APST 2104 Project Management in Automotives
APST 2105 Automotive Operations Management
APST 2201 Automotive Managerial Accounting
APST 2202 Service Advising
APST 2203 Emerging Transportation Technologies 2
APST 2204 Merchandising & Inventory Management
APST 2205 Digital Marketing for Automotives
DRFT 1110 Architectural Principles
DRFT 1115 Residential Single Family
DRFT 1120 Civil Site Layout
DRFT 1125 Introduction to Civil 3D
DRFT 1130 Steel Detailing Fundamentals

DRFT 1135 Professional Communications for Steel Detailing
DRFT 1140 Electrical and Plumbing Systems
DRFT 1145 HVAC and Fire Suppression System
DRFT 1200 Residential Single Family 2
DRFT 1201 Residential Multi-Family
DRFT 1202 Commercial Retail Buildings 1
DRFT 1213 Introduction to Steel Structures
DRFT 1214 Reinforced Concrete and Foundations
DRFT 1215 Advanced Civil 3D
DRFT 1216 Introduction to 3D CAD
DRFT 1217 Process Flow, Piping, and Instrumentation Diagrams
DRFT 1218 Equipment Detail and Plant Layout
DRFT 1219 Process Piping and Pipe Fabrication
DRFT 1220 3D Modeling Fundamentals
DRFT 1221 Mechanical Equipment Modelling and Layout
DRFT 1225 Professional Communication
DRFT 1302 Commercial Retail Buildings 2
DRFT 1316 Introduction to Revit Structures
DRFT 1324 3D Piping Systems Modelling
DRFT 1344 BIM for Mechanical, Electrical, Plumbing Projects
DRFT 1379 Concrete Floor Systems and Secondary Structures
HMTD 1100 Occupational Skills
HMTD 1120 Shop Tooling and Equipment
HMTD 1125 Lubricants, Bearings and Equipment Operation
HMTD 1130 Machine Structure
HMTD 1135 Truck Structure

HMTD 1200 Mobile Hydraulic Systems
HMTD 1220 Batteries and Electricity Fundamentals
HMTD 1230 Machine Electrical
HMTD 1240 Heavy Mechanical Steering Systems
HMTD 2120 Heavy Mechanical Hydraulic Brake Systems
HMTD 2125 Heavy Mechanical Air Brake Systems
HMTD 2130 Heating and Air Conditioning

HMTD 2140 Trailers and Engine Support
HMTD 2145 Powertrain
HMTD 2200 Powertrain Diagnostics, Service & Repair
HMTD 2220 Electrical Systems and Components
HMTD 2225 Electronics and Electronic Components
HMTD 2230 Light Duty Vehicle

Appendix B – Elections & Memberships 2023

Education Council Elections

Education Council held its chair elections for this year at its December 2022 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2023:

- Chair of Education Council: Natasha Mandryk
- Vice-Chair of Education Council: Sarah Kay
- EdCo Executive Members: Louise Dannhauer and Andy Sellwood
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Sarah Kay
- Chair of Education Quality Committee: Todd Rowlatt

A by-election took place in February to fill vacancies: one Downtown Campus student seat and one faculty seat (Student Success). There were no nominees for the Student Success faculty seat, but the position was filled through a second by-election in October 2023. Election rules were updated for October 2023, removing the distinction between campuses for student seats.

Due to the end of Andy Sellwood's term in October 2023, an election was held at the November 2023 EdCo meeting. Todd Rowlatt was elected interim Executive Committee Member for November–December 2023 (by acclamation).

Education Council Membership

Chair: Natasha Mandryk
Vice-Chair: Sarah Kay
Executive: Andy Sellwood (to October 2023) and Louise Dannhauer; Todd Rowlatt (from November 2023)

Ajay Patel, President & CEO .... Ex officio
Ali Oliver, Support Staff, College-at-Large .... Feb 2022–Oct 2023
Andy Sellwood, Faculty, CTLR/School of Instructor Education .... Feb 2022–Oct 2023
Belinda Kaplan, Faculty, Hospitality, Food Studies & Applied Business .... Nov 2022–Oct 2024

Brianna Higgins, Faculty, Student Success.. Nov 2023–Oct 2024

Dana Valeria Rodriguez Arellano, Student, College-at-Large .... Nov 2023–Oct 2024

Dave McMullen, Registrar ....Jan 2023–Dec 2023

David Wells, Vice President, Academic & Research ....Jan 2023–Dec 2023

Dennis Innes, Dean, School of Hospitality, Food Studies & ....Jan 2023–Dec 2023
Applied Business

Derek Sproston, Faculty, College-at-Large .... Nov 2022–Oct 2024

Emily Simpson, Faculty, CTLR/ School of Instructor Education................. Nov 2023–Oct 2025

Emmy Cheung, Student, Downtown Campus .... Mar 2023–Oct 2023

Gabriel Sarnoh, Student, Broadway Campus ....Nov 2022–Aug 2023

Heidi Parisotto, Faculty, Health Sciences... Nov 2022–Oct 2024

Janita Schappert, Faculty, Health Sciences .... Nov 2021–Oct 2023

Jessica Ligeralde, Student, College-at-Large .... Nov 2023–Oct 2024

Kseniia Osipova, Support Staff, College-at-Large.................................... Nov 2023–Oct 2025

Lisa Beveridge, Faculty, Health Sciences .... Nov 2023–Oct 2025

Louise Dannhauer, Faculty, Trades, Technology & Design .... Nov 2021–Oct 2023
Nov 2023–Oct 2025

Marcus Ng, Student, Broadway Campus/College-at-Large...................... Nov 2022–Oct 2023
Nov 2023–Oct 2024

Natasha Mandryk, Faculty, Arts and Sciences .... Nov 2022–Oct 2023
Nov 2023–Oct 2025

Sarah Kay, Faculty, Arts and Sciences.. Nov 2022–Oct 2024

Shirley Lew, Dean, School of Arts and Sciences.....................................Jan 2023–Dec 2023

Simranjot Kaur, Student, College-at-Large .... Nov 2023–Oct 2024

Sonal Singh, Student, Downtown Campus .... Nov 2022–Oct 2023

Todd Rowlatt, Faculty, Library & Learning Centre .... Nov 2021–Oct 2023
Nov 2023–Oct 2025

Vivian Munroe, Support Staff, College-at-Large .... Feb 2022–Oct 2023
Nov 2023–Oct 2025

Curriculum Committee Membership

Ali Oliver, Support Staff
Alison Rudko, Associate Registrar, International Education (from September 2023)
Andrea Korens, Program Coordinator, Continuing Studies (to August 2023)
Anne Emberline, Faculty, Music, Dance & Design
Bruce McGarvie, Faculty, Trades & Technology
Clay Little, Associate Director, Indigenous Education & Community Engagement
David Wells, Vice President, Academic & Research
Dawn Cunningham Hall, Assistant Registrar
Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research
James Fournie, Faculty, Library & Learning Centre

Jay Baik, Associate Registrar, International Education (to August 2023)
Jennifer Cummins, Faculty, Language Studies
Jennifer Kelly, Faculty, Arts & Sciences
Julie Gilbert, Faculty, Centre for Teaching, Learning & Research/Instructor Education
Marcus Ng, Student Representative
Natasha Mandryk, Chair, Education Council (ex officio)
Radhika Kumar, Faculty, Health Sciences
Rebeccah Bennett, Program Coordinator, Continuing Studies (from September 2023)
Robbie Ruddell, Faculty, Student Success
Tannis Morgan, Associate Vice President, Academic Innovation
Todd Rowlatt, Faculty, Library & Learning Centre
Tyler Churchman, Student Success
Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

Education Policy Committee Membership

Andrew Candela, Faculty, Arts & Sciences (to March 2023)
Beatrice Antica, Faculty, Hospitality, Food Studies & Applied Business
Camile Ogliari, Manager, International Education (February–May 2023)
Celine Huang, Manager, International Education (to January 2023)
Clay Little, Associate Director, Indigenous Education & Community Engagement
David Wells, Vice President, Academic & Research
Doug Mauger, Faculty, Instructor Education
Hannah Kim, Manager, International Education (from August 2023)
Herbie Atwal, Associate Registrar
Janita Schappert, Faculty, Health Sciences
Julie Gilbert, Faculty, Centre for Teaching, Learning & Research
Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies
Klaudia Jurkemik, Support Staff (February–September 2023)
Kristina Oldenburg, Faculty, Library & Learning Centre
Laurence Mollerup, Faculty, Music, Dance & Design
Lucy Griffith, Acting Dean, Trades, Technology & Design
Margaret Buxton, Faculty, Arts & Sciences (from June 2023)
Melanie Burke, Faculty, Trades
Natasha Mandryk, Chair, Education Council (ex officio)
Nicole Degagne, Coordinator, Curriculum, Policy & Contracts
Reba Noel, Student Success (designate)
Robyn Wood, Support Staff (to February 2023; from October 2023)
Sarah Kay, Faculty, Arts & Sciences
Sheri Wiwchar, Faculty, Student Success
Stefan Nielsen, Student Representative
Tanny Marks, Arbiter of Student Issues (ex officio)
Vesna Radivojevic, Faculty, Language Studies

Education Quality Committee Membership

Claire Sauvé, Associate Director, Continuing Studies
Clay Little, Associate Director, Indigenous Education & Community Engagement
David Wells, Vice President, Academic & Research
Emily Simpson, Faculty, Centre for Teaching, Learning & Research
Gabriel Sarnoh, Student Representative (to March 2023)
Stefan Nielsen, Student Representative (from May 2023)
Heidi Parisotto, Faculty, Health Sciences
Jacqueline Shehadeh, Faculty, Arts & Sciences (to March 2023)
Jo-Ellen Zakoor, Dean, Health Sciences
Louise Dannhauer, Faculty, School of Trades, Technology & Design (from February 2023)
Natasha Mandryk, Chair, Education Council (ex officio)
Patris Aghakian, Associate Director, Institutional Research
Pervin Fahim, Associate Director, School of Health Sciences
Tannis Morgan, Associate Vice President, Academic Innovation
Todd Rowlatt, Faculty, Library & Learning Centre
Vivian Munroe, Support Staff

Appendix C – 2023 Meeting Dates

Education Council

EdCo met on the second Tuesday of each month, except for July and August. There was a special meeting in March. Planning sessions were held on June 12 and December 1.

January 10	February 14	March 7	March 16
April 11	May 9	June 13	September 12
October 10	November 14	December 12	

Curriculum Committee

Curriculum Committee met on the third Tuesday of each month, except in July. There was a special meeting in June.

January 17	February 21	March 21	April 18
May 16	June 6	June 20	August 15
September 19	October 17	November 21	December 19

Education Policy Committee

Education Policy Committee met on the first or second Wednesday of the month, as required.

February 8	April 5	May 3	September 6
October 4	November 1		

Education Quality Committee

Education Quality Committee generally met on the fourth Tuesday of each month, except for July, August, and December.

January 25	March 7	March 9 (CD Fund)	May 4
May 24	June 21	September 20	October 25
November 29			