Vancouver Community College Education Council
Meeting Agenda
June 8, 2021
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/62875504944

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		E. Ting	1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Annacis Island Update/ Feasibility Report Committee	Info	D. Wells, T. Rowlatt	10 min		
	b. Strategic Innovation Plan	Approval	J. Shin, D. Wells, R. Noel	20 min	✓	**9-20**
	c. Affiliation Agreement with Stenberg College	Approval	A. Lipsett	20 min	*distributed via email*	
	d. Planning for the New Normal in Teaching – Return to Campus & Governance Implications	Discussion	E. Ting	10 min		
	e. CS Non-Credit Courses	Info	A. Lipsett	5 min	✓	**21-22**
	f. EdCo Planning Day Debrief	Info	E. Ting	5 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Program: Optician Diploma	Approval	R. Bennett	10 min	✓	**23-109**
	ii. New Program: Asian Culinary Arts Advanced Certificate	Approval	B. Tsang, S. Ho	5 min	✓	**110-132**
	iii. Program Update: Health Care Assistant Certificate (EAL Cohort)	Approval	L. Beveridge	5 min	✓	**133-159**
	iv. Minor Curriculum Changes	Info	T. Rowlatt	1 min	✓	**160-161**
	b. Policy Committee					
	i. D.3.6 Admissions	Decision	N. Mandryk	5 min	✓	**162-170**

ii.	C.2.1 International Students on Study Permits *(to be rescinded)*	Decision	N. Mandryk	2 min	✓	**171-173**
c.	**Appeals Oversight Committee**	Info	L. Griffith	2 min		
d.	**Education Quality Committee**					
i.	Gap Analysis Working Group Recommendations	Approval	T. Rowlatt	10 min	✓	**174-189**
8.	**RESEARCH REPORT**	Info	E. Ting	2 min		
9.	**CHAIR REPORT**					
a.	EdCo Annual Report 2020	Info	E. Ting	2 min	✓	**190-209**
10.	**STUDENT REPORT**	Info	P. Patigdas	2 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		

September 14, 2021,
3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
May 11, 2021
3:30–5:30 p.m., Videoconference

ATTENDANCE

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

Regrets	Recording Secretary
Blair McLean	Darija Rabadzija
Julia Skye Summers	

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

▪ E. Ting acknowledged that the College is located on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

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

4. APPROVE PAST MINUTES

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

5. ENQUIRIES & CORRESPONDENCE

▪ There were none.

6. BUSINESS ARISING

a) Duolingo Update

> **MOTION:** THAT Education Council approve extending the use of the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions to the 2022 Spring Term (inclusive).
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- D. McMullen presented additional information on the Duolingo English test, which was adopted as an alternative English Language Proficiency (ELP) assessment at the beginning of the pandemic. Student success rates on the Duolingo test were dramatically higher than on the traditional English Language Assessment (ELA). Conversations have begun at VCC (and other institutions) about recalibrating Duolingo benchmarks, in consultation with faculty. The plan is to collect more data on student progression/completion to help evaluate the accuracy of student placement based on different assessments; however, comparing data from the Fall/Winter Terms 2020/21 and 2019/20 will also capture other factors (change to online/blended delivery).

- Since the Duolingo assessment was introduced as a temporary measure during the pandemic, questions were raised about whether to return to the previous assessment model with the expected return to campus in September. D. McMullen estimated that only about 50% of students will be on campus at any given time; D. Wells added that faculty and student surveys at VCC indicated a preference for blended learning (about 60% of respondents), with 20% in favour of fully online delivery (about 20%). A lot of work has been done over the pandemic, and the goal is to maintain what has proven effective.

- There was a discussion about the broader question of evaluating assessments. S. Lew reported that a short-term project will be initiated to evaluate different testing options and make recommendations to better support the needs of departments, particularly ABE and EAL. A call for expressions of interest will be sent out to faculty (0.25 FTE each for faculty with ABE and EAL backgrounds).

- The use of Duolingo was initially approved as a one-year pilot in March 2020; in view of the ongoing pandemic, Education Council agreed to vote on an extension for admissions to the 2022 Spring Term.

b) Annacis Island Update/Feasibility Report Committee

- T. Rowlatt reported that the working group is looking at different options for the HMT program and their feasibility: 1) remaining at Annacis Island Campus; 2) bringing a portion of programming back to the Broadway Campus; 3) identifying an alternative space in collaboration with other trades program or community partners. The financial circumstances would make option 1) extremely challenging.

- D. Wells added that the College has retained external legal counsel, which is expected to receive BCIT's term sheet shortly. A meeting is planned with both VPAs and the ministry.

c) Academic Year

> **MOTION:** THAT Education Council recommends the Board approve the Academic Year 2021/22, 2022/2023, and 2023/2024.
>
> **Moved by D. Wells, Seconded & CARRIED (Unanimously)**

- D. McMullen presented Academic Year information for the next three years. Policy C.3.13 Academic Year was revised last year, and the document now includes only term dates, public holidays and closures. Some information that was historically included in the Academic Schedule (e.g., which programs run during which term) was removed, as it forms part of the enrolment planning process.

- D. McMullen noted concerns around the workload in the Registrar's Office. The plan is to increase efficiency and improve the student experience by offering more online registration. A major challenge to implementing a standardized, automated system is the fact that a number of programs at VCC do not align with a standard term structure. While it was acknowledged that it is not feasible for all

programs to move to standard start and end dates, programs should be aligned with the term structure wherever possible. There will be conversations and consultation around this, and the RO will work with the CTLR to support these efforts. This issue ties in with current conversations around assessment of institutional risks, in this case potential impact on enrolment.

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

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

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

e) Contract Training Update

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

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

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

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

f) Affiliation Agreement with Native Education College (NEC)

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

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

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

g) Affiliation Agreement with Stenberg College

- The concept paper for the Optician Diploma was presented to Education Council in February, and Curriculum Committee recommended the curriculum for approval at its April meeting. The curriculum was not presented to Education Council at this meeting in order to allow for discussion of the

affiliation agreement with Stenberg College (SC), including the rental and curriculum licensing agreements. The draft agreement was distributed via email.

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

- Education Council members raised several questions, which were addressed by A. Lipsett, C. Sauvé, and R. Bennett:

  o Public/private partnership and distinction between SC's and VCC's programs: Discussion about ensuring the program encapsulates VCC's values and serves VCC's community, and is distinct from SC's diploma. Question about how to ensure instructors teach the curriculum adapted to the VCC context. It was noted that the curriculum was only slightly modified. Instructors have not yet been hired; there may be some instructors teaching at both institutions, which is not an uncommon practice.

  o Copyright: Concern about use of VCC documentation by other institutions, particularly in the public/private context, based on previous experiences. Suggestion to include a provision in the agreement regarding copyright on work done by VCC to meet its curriculum standards; this may become particularly relevant should VCC decide to offer a program independently in the future.

  o Sharing logos: Risk of blurring the distinction between VCC and SC and confusing students, particularly around competing programs offered at both institutions. Importance of protecting VCC's unique identity and excellent reputation; caution due to previous experiences of misrepresentation. The rationale for sharing logos is to improve VCC's visibility and increase enrolment. The logo may only be used with VCC's permission, after review by VCC's Marketing department.

  o Curriculum changes/quality assurance: SC's curriculum is accredited, and VCC will work on its own curriculum accreditation. Courses outlines/assessments were slightly modified for the VCC context. There will be a quality management committee consisting of two members each from SC and VCC, as per the licensing agreement. Any curriculum changes will go through VCC's regular governance process, and the program will undergo standard program renewal.

  o Curriculum licensing: Question why the curriculum was rented, rather than purchased outright. The cost to purchase the curriculum would have been prohibitive. VCC licenses its own Medical Device Reprocessing Technician (MDRT) curriculum to another institution in a similar way.

  o Practicum placements and support: Placements will be coordinated by SC, since the college has existing connections with industry. VCC will pay for this service. If the program is successful, VCC's CS program coordinator could take over this work in the future (not instructors). Instructors will work with the practicum host/preceptor; while they will not be continuously on site, they will conduct weekly check-ins with students.

  o Student support services: Concern about students' access to VCC services from SC's Surrey campus. Some services are available online or via phone; students will be able to access services at VCC's campuses outside of class time. SC will provide services in cases of emergency (first aid; emergency counselling). There is experience in CS with supporting students that are fully off-site in the (albeit significantly shorter) MDRT program.

  o Instructor support of students outside class time: Concern about sufficient support, since CS instructors are paid based solely on teaching hours. International students in the Optician Diploma may require more support than domestic students in the shorter MDRT program. CS expects instructors will make themselves available to students as needed.

  o Work and study spaces: Recommendation to outline explicitly in the rental agreement that students will be able to access common spaces, computer labs, printers, wifi, etc. after class.

International students may be more likely to spend more time on campus than SC's mainly domestic student body.

- o Student transfers: Ensure the Registrar's Office has reviewed this language.
- Feedback will be taken under consideration; an updated agreement will be presented at the next EdCo meeting.

h) Education Service Renewal Report: Arbiter of Student Issues

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

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

7. COMMITTEE REPORTS

a) Curriculum Committee

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

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the new courses: MATH 0611, 0621, 0631, 0641, 0651 and 0661: Fundamentals of Mathematics Levels 1-6.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

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

b) Policy Committee

i) D.1.5 Use of Library Resources

> **MOTION:** THAT Education Council send, in the form presented at this meeting, D.1.5 Use of Library Resources policy and procedures out for community feedback.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk presented minor updates to the policy and procedures, completed as part of the regular five-year review.

c) Appeals Oversight Committee

- L. Griffith reported that the committee will next meet in June to work on an asynchronous appeals process; she thanked N. Degagne and N. Mandryk for their support.

c) Education Quality Committee

i) Gap Analysis Working Group Recommendations

- Item deferred due to time constraints.

8. RESEARCH REPORT

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

9. CHAIR REPORT

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

10. STUDENT REPORT

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

11. NEXT MEETING AND ADJOURNMENT

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

> **MOTION:** THAT Education Council adjourn the May 11, 2021 meeting.
>
> **Moved by E. Ting, Seconded & CARRIED (Unanimously)**

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

Elle Ting
Chair, VCC Education Council

A NEW DECADE OF INNOVATION

VANCOUVER COMMUNITY COLLEGE

VCC STRATEGIC INNOVATION PLAN

2022-2025

Indigenization
at VCC

VCC acknowledges that we teach and learn on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial. We further recognize our responsibility to the broader connections we have with the Indigenous lands, peoples, and cultures at and beyond our campuses.

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

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

NEW
DECADE

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

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

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

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

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

"The vision put forth in this Strategic Innovation Plan will chart VCC's path to being the first choice in innovative, experiential learning for life. "
Ajay Patel, President & CEO

Context for Refresh

Fiscal sustainability and financial renewability through systems innovation and digital transformation as informed by the pandemic experience

Reconciliation and Justice, Equity, Diversity Inclusion & Decolonization (JEDI+D) in all aspects of college planning and work

Safety and well-being in student experience and work culture

Environmental stewardship through existing and new initiatives in response to climate emergency

Guided by our institutional values and in alignment with government and ministry goals

How
we will do it

VCC has identified five strategic priorities for our innovation plan:

Academic Innovation

Campuses of the Future

Operational Excellence

VCC Vision & Values

Empowered People & Inclusive Culture

Engaged Communities

What we value

Strategic Innovation Plan is guided by VCC's Values

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

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

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

Stewardship
We are responsible for the resources entrusted to us and are focused on working in the best interest of the college community as a whole.

ACADEMIC
INNOVATION

Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and industry needs

Reconciliation JEDI+D

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

Fiscal Sustainability

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

Student Experience

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

Educational Delivery

Build a diverse educational delivery model that supports lifelong learning and responds to evolving learner, community, and industry needs.

CAMPUSES
OF THE FUTURE

Design spaces and infrastructures optimized for all learner and employee success and wellbeing

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

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

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

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

OPERATIONAL
EXCELLENCE

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

Reconciliation JEDI+D
Review college policies and procedures through the lens of decolonization, equity, diversity, and inclusion.

Risk Register
Identify formalized strategies and processes to mitigate institutional risk.

System Innovation
Advance system integration, access, and user experience through digital transformation across the institution.

Financial Stewardship
Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary responsibility and fiscal health.

EMPOWERED PEOPLE
INCLUSIVE CULTURE

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

Reconciliation JEDI+D

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

Rights & Responsibilities

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

Mental Health & Well-being

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

People Development

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

ENGAGED
COMMUNITIES

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

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

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

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

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

Next Steps

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

INFORMATION NOTE

PREPARED FOR: VCC Education Council

DATE: June 8, 2021

ISSUE: Summary of non-credit offerings in CS in 2020

BACKGROUND:

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

DISCUSSION:

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

New courses launched in the following program areas:
- Health (4)
- Baking and Hospitality (2)
- Technology and Trades (16)
- Human and Family Services (8)
- Business, Leadership, and Legal (1)
- Fashion and Makeup Artistry (7)
- Languages and Writing (3)
- LERN (5)

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

PREPARED BY:
Adrian Lipsett, Dean, Continuing Studies

Appendix A: New CS non-credit courses (2020)

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: New Program: Optician Diploma

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

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

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

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

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

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 21, 2021

Program Change Request

New Program Proposal

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

Viewing: **Optician Diploma**

Last edit: 04/21/21 11:51 am

Changes proposed by: rbennett

Program Name:

  Optician Diploma

Credential Level: Diploma

Effective Date: May 2022

Effective Catalog   2021-2022
Edition:

School/Centre: Continuing Studies

Department   Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

6. 05/04/21 8:26 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Program Content Guide

Purpose

The Optician Diploma Program provides students with the opportunity to develop the knowledge and skills required for practice within the field of opticianry. Graduates will have the knowledge, skills and attitudes consistent with industry expectations for entry-level practice.

Through theory and lab courses and clinical experience, students will gain comprehensive education in all areas of opticianry, including eyeglasses, contact lenses, low vision devices, and automated refraction. Along with learning the science of optics, students will develop professional skills in business management, communication, and customer service.

Graduates will be prepared to meet the competency requirements for the national licensing exam as set out by the National Association of Canadian Optician Regulators (NACOR).

Admission Requirements

Grade 12 graduation or equivalent

Knowledge of English demonstrated by *one* of the following:

English 12 or Communications 12 with a minimum 'C-' grade or equivalent, *or*

Academic IELTS 6.0 (no band lower than 6.0), *or*

TOEFL iBT 80

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

Upon Acceptance

Criminal Record Check (CRC)

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

Prior to first practice experience, students may be required to complete site specific orientation

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning Outcomes

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

Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide the best care for patients.

Practice within relevant legislation, Standards of Practice & Guidelines, and Code of Ethics set out by the College of Opticians of BC.

Build and maintain collaborative relationships with patients, colleagues, and industry professionals.

Provide ethical and transparent patient-centred care and service that recognizes and respects the diverse needs of each individual.

Apply essential knowledge of optics, ocular anatomy, physiology, and pathology to make informed decisions about opticianry practice.

Demonstrate safe and competent practice in all aspects of dispensing eyeglasses, contact lenses, and low-vision devices.

Provide patient-centred care and education throughout the dispensing process from initial assessment to follow-up care.

Integrate acquired knowledge and skills to recommend and sell products based on patient's lifestyle requirements.

Apply professional business management skills to opticianry practice.

Accurately perform vision assessments using an automated refraction system.

Recognize the need to engage in continuous learning to maintain and enhance ability to better serve patients.

Instructional Strategies, Design, and Delivery Mode

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

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

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

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

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

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

Evaluation of Student Learning

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

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

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

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

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

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

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

Recommended Characteristics of Students

Ability to listen empathetically and communicate effectively with a diverse patient population

Good computer skills including correct typing technique and experience with the Internet, Windows, and Microsoft Office

A sincere interest in working with patients in a sales environment

Ability to act respectfully, decisively, and professionally with patients and colleagues

Good organization skills with an attention to detail

Good eyesight (corrected vision is accepted), with excellent hand-eye coordination and manual dexterity

Creativity and mathematical aptitude are assets

Courses

Plan of Study Grid

First Year

Term One		Credits
OPTC 1100	Customer Service & Professional Communications 1	1.5
OPTC 1110	Anatomy & Physiology of the Eye	4
OPTC 1120	Professional Practice & Office Procedures	1.5
OPTC 1130	Foundations of Optics	4
OPTC 1140	Eyeglasses Theory	8
	Credits	19
Term Two		
OPTC 1210	Eyeglasses Lab	5.5
OPTC 1220	Eyeglasses Fabrication & Design	2.5
OPTC 1230	Customer Service & Professional Communications 2	1.5
OPTC 1240	Low Vision Conditions & Devices	2
OPTC 1250	Consolidated Practice Experience: Eyeglasses	4
	Credits	15.5

Second Year

Term Three		
OPTC 2310	Sales & Marketing Skills for the Entrepreneur	2.5
OPTC 2320	Contact Lens Theory	8
OPTC 2340	Contact Lens Lab	6
OPTC 2350	Consolidated Practice Experience: Contact Lenses	4
	Credits	20.5
Term Four		
OPTC 2420	Business Management for the Entrepreneur	2.5
OPTC 2430	Refractive Conditions & Automated Refraction	2
OPTC 2450	Preceptorship	5.5
OPTC 2440	Program Review and License Exam Prep	1

Credits	11	
Total Credits	66	

Transcript of Achievement

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71	Minimum pass	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		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	

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

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

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

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

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

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments

Consultated Area	Consultation Comments
International Education	Initial consultations regarding VCC/Stenberg licensing agreement began with Jennifer Gossen & Stenberg in November 2020. Multiple consultations with Alison Rudko and Jennifer Gossen regarding admission requirements, program length in regards to Immigration, Refugees and Citizenship Canada (IRCC) regulations, international student support etc. February, March & April 2021 Consultations have continued until present time, and will continue until the program begins and beyond.
Affiliation, Articulation, and/or Accreditation Bodies	Met with Jodi Dodds, Executive Director National Alliance of Canadian Optician Regulators (NACOR) to get an overview of the accreditation process March 2021 Met with Milena Cotinghi, Program Manager EQual Accreditation Canada to further discuss the accreditation process. April 2021 Met with Adrian Lipsett, Claire Sauve, Jo-Ellen Zakoor, Dean of School of Health Sciences, and Pervin Fahim, Operations Manager School of Health Sciences to discuss institution-wide considerations for accreditation. April 2021
Centre for Teaching, Learning, and Research (CTLR)	Met with Julie Gilbert, CLTR Instructional Associate for support in Optician curriculum documentation (PCG & course outlines). Met on several occasion regarding quality assurance in curriculum documents and program design. February, March & April 2021

Consultated Area	Consultation Comments
Registrar's Office	Reached out to Karima Samnani, CS Associate Registrar, Bonnie Chan, Associate Registrar Admissions, and Alison Rudko, Associate Registrar Intl Education to provide program information. Discussion followed about the integration between CourseLeaf, Banner and Destiny One. February 2021
Department Support Staff	Program Assistant has been kept up to date during the strategic planning phases of the curriculum development and proposed start dates. Will continue to provide updates and support to the program assistant as we work through the curriculum process until the program start date, and beyond. November 2020 - present.
Student Services	International Education will provide an orientation for all new IE Optician students and provide information about the VCC resources and student services available to them. Additional support related to immigration-related issues will be managed by the International team. CS Program Coordinator will also provide information to students prior the start of the program about the VCC student services available and how to access them. How to support offsite students will be discussed and included throughout the planning process. Program Coordinator will check in regularly with offsite Optician students and instructors regarding student services/supports. February 2021
Indigenous Education & Community Engagement (IECE)	Met with Clay Little, Associate Director IECE to provide program information and discuss recruitment/support for Indigenous domestic students. February/March 2021

Consultated Area	Consultation Comments
Disabilities Services	Reached out to Brianna Higgins, Disability Services Department Head in regards to the role that DS plays in supporting International students, with a particular focus on the accommodation timeline and process. March 2021 Follow up Zoom meeting with Brianna Higgins, Ron Kee and Ali Oliver April 2021
Finance	Adrian Lipsett, Dean of CS, and Erin Lenz, CS Operation's Manager worked on the costing model in preparation to bring to Finance. November 2020 - March 2021 Andre Duinkerke (Associate Director Financial Services) approved initial costing. January-March 2021
Marketing & Communications	Reached out to CS & VCC Marketing team to provide information on this new program. Sarah Murray, CS Marketing Liaison will add the Optician program to the Marketing team meetings once approved. The plan for domestic marketing is to promote the program in the Continuing Studies Catalogue, on the VCC website, within our digital and print ad campaigns, through information sessions, at education fairs/events, and via our in-country representatives. International Education will work with global agents and partners who will support marketing and recruiting efforts. Once the curriculum has moved through governance, Angela Liang, Manager of Marketing and Recruitment will build online content and draft promotional materials for the IE website. February 2021

34

Consultated Area	Consultation Comments
Learning Centre	Reached out to Emily Simpson, Learning Centre Coordinator to discuss support for math & computer skills, and further support for students re: study skills, exam writing, time management, academic writing and resume writing. Discussion ensued regarding student support for offsite students. This will be further discussed throughout the planning process. IE will provide an orientation for all new students where they will learn about all resources available at the Learning Centre. February 2021 Reached out again to discuss resume writing skills/interview skills support Follow up Zoom meeting - April 2021
Advising & Recruitment	International Education will manage advising and recruitment for international students, and domestic students will be recruited through the regular channels in CS and VCC recruitment. Reached out to Wendy LaFrance, Supervisor Academic Advising & Assessment Services to discuss advising services for domestic students. Program Coordinator will provide the Advising team with the necessary information well before the program launch date to ensure they are prepared to advise domestic students. Program coordinator will work with Sarah Murray, Continuing Studies Marketing Liaison, and IE for recruitment through to the program start date and beyond. February 2021
Counselling	Reached out to Nona Coles, Counselling Services Department Head for discussion on how to best support offsite students. March 2021

Consultated Area	Consultation Comments
Financial Aid	Reached out to Murray MacGregor, Financial Aid Supervisor regarding scholarships and bursaries for International students. March 2021

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for: International

Marketing Description

What you will learn

What to expect

Reviewer
Comments

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

Key: 157

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1100 : Customer Service 1**

Last edit: 04/07/21 4:07 pm

Changes proposed by: rbennett

Programs
referencing this
course
[157: Optician Diploma](#)

Course Name:
   Customer Service & Professional Communications 1

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

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

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

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

Course Description:

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

Course 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	Explain the basic sales cycle in the optical industry
CLO #2	Explain how customer service and sales complement each other
CLO #3	Use a wide range of verbal and non-verbal communication strategies
CLO #4	Examine strategies to improve one's communication skills
CLO #5	Communicate in a manner that is respectful to the individual needs and beliefs of the patient

	Upon successful completion of this course, students will be able to:
CLO #6	Deliver information in an open, honest, respectful and thoughtful manner
CLO #7	Explain the importance of responsibility and accountability in effective teamwork
CLO #8	Demonstrate effective teamwork and decision making skills
CLO #9	Use an appropriate mix of questions to obtain information from a patient

Instructional

Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Group Assignment - Case Scenarios group presentation, individual written response and written reflective component
Assignments	30	Review Questions
Project	30	Teamwork Assignment - individual written response
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

New Course Proposal

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

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

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

   Anatomy & Physiology of the Eye

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

In Workflow

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

Approval Path

1. 04/07/21 4:19 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 4:35 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:36 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

Banner Course Name:	Eye Anatomy & Physiology
Subject Code:	OPTC - Optician Diploma
Course Number	1110
Year of Study	1st Year Post-secondary
Credits:	4

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1100 Customer Service & Professional Communications

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #8	Discuss the role of laser surgery in the treatment of eye conditions and correction of vision
CLO #9	Recognize the current landscape of infectious diseases and required preventative measures for public safety

Instructional Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Anatomy and Physiology Worksheets
Assignments	15	Successful Workbook Completion
Quizzes/Tests	15	Anatomy & Physiology Quiz
Quizzes/Tests	15	Medical Terminology Quiz
Final Exam	30	Comprehensive Final Exam
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Anatomy of the eye
Structures and functions of the eye
Physiology of the eye
Photochemistry of vision
Visual pathway
Medical terminology
Retinal disorders
Glaucoma
Ocular conditions
Pediatric conditions
Disruptions in vision
Laser theory and surgery
Interpreting prescriptions
Pharmacology
Medication
Infectious diseases and prevention
Infection prevention and control measures
Aseptic techniques
Workplace safety

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Optician Diploma

Additional Information

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1120 : Professional Practice**

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

Changes proposed by: rbennett

Programs
referencing this
course
[157: Optician Diploma](#)

Course Name:

   Professional Practice & Office Procedures

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

1. 04/07/21 4:20 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 4:36 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:36 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

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

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1100 Customer Service & Professional Communications 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #8	Serve as a patient advocate with other members of the eye care team
CLO #9	Explain the process of obtaining informed consent
CLO #10	Prepare and maintain documents and records in accordance with provincial legislation, standards and guidelines

Instructional

Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Worksheets
Assignments	15	Successful Workbook Completion
Assignments	25	Ethical Case Study - group assignment
Quizzes/Tests	25	Quiz
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1130 : Foundations of Optics**

Last edit: 04/20/21 2:47 pm

Changes proposed by: rbennett

Programs
referencing this
course

   157: Optician Diploma

Course Name:

   Foundations of Optics

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

Banner Course   Foundations of Optics
Name:

Subject Code: OPTC - Optician Diploma

Course Number   1130

Year of Study   1st Year Post-secondary

Credits: 4

Course Description:

Building on the knowledge gained in OPTC 1110 Anatomy & Physiology of the Eye, this course provides a detailed overview of the basic principles of light, plane and curved surfaces of mirrors and lenses. Students review mathematical principles related to algebra, geometry, and trigonometry, and practice mathematical calculations needed for opticianry practice. The photochemistry of vision is studied along with the concept of visual fields. Students are introduced to monocular and binocular vision and compare the effects of each on depth perception and visual acuity.

Course Pre-Requisites (if applicable):

OPTC 1110 Anatomy & Physiology of the Eye

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

	Upon successful completion of this course, students will be able to:
CLO #7	Describe visual fields and the effect of eyeglasses
CLO #8	Discuss monocular and binocular vision and the effects for eyeglass wearers
CLO #9	Describe ocular motility and alignment
CLO #10	Explain principles of refraction and refractive errors

Instructional
Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Optical Worksheets
Quizzes/Tests	30	Weekly Quizzes
Assignments	10	Successful Workbook Completion
Final Exam	30	Comprehensive Final Exam
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1140 : Eyeglasses Theory**

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

Changes proposed by: rbennett

Programs
referencing this
course
    157: Optician Diploma

Course Name:
  Eyeglasses Theory

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

1. 04/07/21 4:23 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:20 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name:	Eyeglasses Theory
Subject Code:	OPTC - Optician Diploma
Course Number	1140
Year of Study	1st Year Post-secondary
Credits:	8

Course Description:

In this extensive course, students investigate all aspects of eyeglass production and delivery to the client. This course provides a comprehensive overview of lens theory, interpretation of prescriptions, types of materials and an introduction to the instruments of the trade. Students learn the variety of lens and frame selections along with the manufacturing process. Conducting patient assessments and documentation is explored along with methods of patient teaching. Finally, students learn how to evaluate eyeglasses and how to provide follow up care to patients.

Course Pre-Requisites (if applicable):

OPTC 1110 Anatomy & Physiology of the Eye
OPTC 1130 Foundations of Optics

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

　　　　　　　No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #4	Identify ophthalmic instruments used to perform measurements and assessments for eyeglasses fitting
CLO #5	Identify best lens options for patients based on prescription and frame choice, including specialized frames
CLO #6	Compare and contrast lens designs, materials and manufacturing methods
CLO #7	Calculate and determine direction of induced and unwanted prism
CLO #8	Explain the steps of verification and neutralization
CLO #9	Explain the process of evaluating completed eyeglass products
CLO #10	Discuss appropriate teaching methods to promote optimal ocular health
CLO #11	Discuss follow up care for patients with eyeglasses

Instructional

Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Worksheets
Quizzes/Tests	25	Weekly Quizzes
Assignments	10	Comprehensive Patient Profile and and Analysis
Assignments	10	Successful Workbook Completion
Final Exam	30	Comprehensive Final Exam
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

120

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1210 : Eyeglasses Lab**

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

Changes proposed by: rbennett

Programs
referencing this
course
  157: Optician Diploma

Course Name:
  Eyeglasses Lab

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

1. 04/07/21 4:23 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:22 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:26 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

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

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1140 Eyeglasses Theory

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Engage the patient in the informed consent process
CLO #2	Conduct and document a complete patient assessment
CLO #3	Demonstrate proper infection control and prevention procedures and aseptic techniques related to the eyeglasses lab environment
CLO #4	Perform the correct steps in lensometry

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

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S/U	Skills Assessments - S based on demonstrated competency based on rubric
Clinical Examination	S/U	Eyeglasses Procedural Exam - S based on demonstrated competency in all aspects of eyeglasses
Participation	S/U	S based on 80% attendance and rubric

Type	Percentage	Brief description of assessment activity
		Students must achieve a satisfactory grade on all evaluations in order to be successful in the course.

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

138

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Professional practice and communication

Patient assessments

Recording information

Lensometry (zero point, lensometer parts, sphere and cylinder lines, verifying and neutralizing eyeglasses, verifying and neutralizing uncut lens, and preparing lenses for edging using ANSI standards)

Instruments, equipment and tools related to eyeglass dispensing

Safe operating procedures of equipment

Infectious diseases and prevention

Infection prevention and control measures

Aseptic techniques

Workplace safety

Patient measurements

Frame measurement

Edging and mounting eyewear

Adjustments and repairs (Restringing nylor frames, bench tools)

Eyeglass products

Preparing recommendations

Dispensing complete eyewear

Patient teaching

Follow-up care

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1220 : Eyeglasses Fabrication/Design**

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

  Eyeglasses Fabrication & Design

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

In Workflow

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

Approval Path

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

Banner Course Name:	Eyeglasses Fabrication/Design
Subject Code:	OPTC - Optician Diploma
Course Number	1220
Year of Study	1st Year Post-secondary
Credits:	2.5

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1210 Eyeglasses Lab

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain different tints and its uses
CLO #2	Explain the importance of manufacturing specifications
CLO #3	Identify potential lens issues and corrections during the tinting process
CLO #4	Describe hand edging techniques, the edging process, and different types of edging wheels
CLO #5	Apply appropriate calculations for determining lens size and proper fit for frames
CLO #6	Identify frame materials and consider material properties for basic repairs
CLO #7	Explain the process of grooving and mounting finished lenses into different frame materials

	Upon successful completion of this course, students will be able to:
CLO #8	Describe how to evaluate lenses for safety and sport eyewear requirements
CLO #9	Translate and use ANSI standards to ensure eyewear meets tolerances

Instructional

Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Worksheets
Quizzes/Tests	25	Quiz
Assignments	10	Successful Workbook Completion
Final Exam	30	Comprehensive Final Exam
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Tinting styles, effects, UV protection

Tinting process

Calculations related to lens centering and size

Spotting and Lensometry

Lens edging techniques

Lens edging process

Lens chucking

Bevels

Hand edging

Polishing

Spotting and lensometry

Grooving and mounting lenses

Manufacturing specifications

Mounting lenses into different frame materials

Types of frames

Standard alignment

Safety and sports eyewear

Impact resistance lenses

ANSI standard chart

Rejecting and accepting lenses

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1230 : Customer Service 2**

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

   Customer Service & Professional Communications 2

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

Banner Course Name:	Customer Service 2
Subject Code:	OPTC - Optician Diploma
Course Number	1230
Year of Study	1st Year Post-secondary
Credits:	1.5

Course Description:

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

Course Pre-Requisites (if applicable):

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

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate compassionate and culturally competent communication and patient service
CLO #2	Discuss communication strategies to use with patients demonstrating sensory, language, and/or cognitive changes
CLO #3	Apply effective problem-solving models for diffusing complex situations
CLO #4	Explain the role of behavioural styles within the customer service environment
CLO #5	Apply appropriate information gathering techniques to better serve patients

	Upon successful completion of this course, students will be able to:
CLO #6	Identify strategies that can be used to help patients feel valued and develop loyalty
CLO #7	Describe how to clearly communicate the advantages and limitations of eyewear products to patients
CLO #8	Implement an individualized teaching plan in order to promote, maintain, and restore ocular health
CLO #9	Describe strategies for effective communication using the telephone, email, internet, and social media

Instructional

Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Review Questions
Assignments	30	Case Study - individual written analysis and reflection
Project	30	Mini Class Presentation - group customer service role play and written reflection
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1240 : Low Vision Conditions/Devices**

Last edit: 04/21/21 12:26 pm

Changes proposed by: rbennett

Programs
referencing this
course

157: Optician Diploma

Course Name:

Low Vision Conditions & Devices

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name:	Low Vision Conditions/Devices
Subject Code:	OPTC - Optician Diploma
Course Number	1240
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

This course provides a comprehensive overview of age-related and specific diseases that cause low vision. Students learn the skills and techniques required to assess and support patients, read low vision prescriptions, and explore current products available to patients.

Course Pre-Requisites (if applicable):

OPTC 1110 Anatomy & Physiology of the Eye
OPTC 1130 Foundations of Optics

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain what low vision is and the effects on patients
CLO #2	Describe effects of age related and special diseases that contribute to vision loss
CLO #3	Recognize signs and symptoms specific to reduced functional vision
CLO #4	Assess a patient's visual goals and functions through a visual history and assessment
CLO #5	Engage patients in the decision making process to help them make informed choices to meet their goals
CLO #6	Evaluate functional limitations of visual impairment to advise about suitable devices
CLO #7	Educate patients on the use and care of low vision devices

	Upon successful completion of this course, students will be able to:
CLO #8	Create and implement an annual care plan to help patients maintain optimal functional vision
CLO #9	Monitor for changes in vision resulting in the need to alter or replace devices
CLO #10	Apply concepts in continuous learning to identify new technology or devices that may be beneficial to patients

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Weekly Review Questions
Assignments	10	Successful Workbook Completion
Assignments	20	Eye Disease Assignment and Presentation - written research and class presentation
Assignments	20	Case Study - individual case study based on low vision condition, assessment and recommendations
Quizzes/Tests	20	Quiz
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

New Course Proposal

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

Viewing: **OPTC 1250 : Eyeglasses Practice Experience**

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

 Consolidated Practice Experience: Eyeglasses

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

In Workflow

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

Approval Path

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

Banner Course Name:	Eyeglasses Practice Experience
Subject Code:	OPTC - Optician Diploma
Course Number	1250
Year of Study	1st Year Post-secondary
Credits:	4

Course Description:

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

Course Pre-Requisites (if applicable):

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

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Provide culturally informed patient care that recognizes and respects the uniqueness of each individual
CLO #2	Perform in a professional manner within the expectations and polices of the optical workplace
CLO #3	Integrate knowledge of the anatomy and physiology of the eye and optics to all aspects of eyeglass dispensing

	Upon successful completion of this course, students will be able to:
CLO #4	Apply theoretical knowledge of eyeglasses to professional practice in the optical environment
CLO #5	Demonstrate effective dialogue and active engagement with patients and the larger eyecare team
CLO #6	Recognize personal and professional limits and know when to seek assistance
CLO #7	Use correct instrumentation and equipment

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   120

Self Paced / Individual Learning

Course Topics

Course Topics:
Optical work environment
Workplace legislation and policies
Professional behavior
Patient care
Instrumentation
Eyeglasses dispensing

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2310 : Sales & Marketing Skills**

Last edit: 04/20/21 2:52 pm

Changes proposed by: rbennett

Programs referencing this course

[157: Optician Diploma](#)

Course Name:

   Sales & Marketing Skills for the Entrepreneur

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name: Sales & Marketing Skills

Subject Code: OPTC - Optician Diploma

Course Number   2310

Year of Study   2nd Year Post-secondary

Credits: 2.5

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1250 Consolidated Practice Experience: Eyeglasses

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	Describe strategies for engaging and involving the patient in the sale of eyewear
CLO #2	Assess the needs of a target audience to confidently recommend eyewear
CLO #3	Identify a company's selling points for promotional strategies
CLO #4	Explain the importance of strong product knowledge in product promotion
CLO #5	Develop a social media marketing strategy
CLO #6	Explain how to create a selling environment, including common sales techniques and principles of personal selling
CLO #7	Develop strategies for addressing patient concerns

	Upon successful completion of this course, students will be able to:
CLO #8	Discuss strategies for earning a commitment and building long-term patient relationships

Instructional

Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Weekly Review Questions
Assignments	20	Targeted Promotion Assignment
Quizzes/Tests	25	Quiz
Assignments	25	Sales Interaction Case Study
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2320 : Contact Lens Theory**

Last edit: 04/20/21 2:52 pm

Changes proposed by: rbennett

Programs
referencing this
course

157: Optician Diploma

Course Name:

  Contact Lens Theory

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name:	Contact Lens Theory
Subject Code:	OPTC - Optician Diploma
Course Number	2320
Year of Study	2nd Year Post-secondary
Credits:	8

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1250 Consolidated Practice Experience: Eyeglasses

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #7	Compare and contrast different types of contact lens products and modalities
CLO #8	Describe the procedure for fitting soft and rigid contact lenses
CLO #9	Discuss appropriate teaching methods to promote optimal ocular health
CLO #10	Discuss follow up care for patients with contact lenses

Instructional

Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

120

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2340 : Contact Lens Lab**

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

  Contact Lens Lab

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name:	Contact Lens Lab
Subject Code:	OPTC - Optician Diploma
Course Number	2340
Year of Study	2nd Year Post-secondary
Credits:	6

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 2320 Contact Lens Theory

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #6	Interpret assessment results from optical tools and apply theoretical knowledge to inform decisions in contact lens dispensing
CLO #7	Perform the correct steps in the insertion and removal of contact lens on a patient
CLO #8	Educate patients in the training of insertion of removal of contact lenses, solution, biocompatibility, storage, and wear

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	S/U	Skills Assessments - S based on 20 successful fittings
Clinical Examination	S/U	Contact Lenses Procedural Exam - S based on demonstrated knowledge of fundamental concepts and competent performance skills and functions
Participation	S/U	S based on 80% attendance and rubric
		Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review.

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

144

Practicum

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2350 : Contact Lenses Practice Exp.**

Last edit: 04/29/21 2:45 pm

Changes proposed by: rbennett

Programs referencing this course

[157: Optician Diploma](#)

Course Name:

   Consolidated Practice Experience: Contact Lenses

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name: Contact Lenses Practice Exp.

Subject Code: OPTC - Optician Diploma

Course Number   2350

Year of Study   2nd Year Post-secondary

Credits: 4

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 2310 Sales & Marketing Skills for the Entrepreneur
OPTC 2320 Contact Lens Theory
OPTC 2340 Contact Lens Lab

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	Provide culturally informed patient care that recognizes and respects the uniqueness of each individual
CLO #2	Perform in a professional manner within the expectations and polices of the optical workplace
CLO #3	Integrate knowledge of the anatomy and physiology of the eye and optics to all aspects of contact lens dispensing
CLO #4	Apply theoretical knowledge of contact lenses to professional practice in the optical environment

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate effective dialogue and active engagement with patients and the larger eyecare team
CLO #6	Recognize personal and professional limits and know when to seek assistance
CLO #7	Use correct instrumentation and equipment

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Complete all assignment requirements and pass a final review
Attendance	S/U	Based on 80% attendance and rubric
Participation	S/U	Based on rubric
		Students must achieve a satisfactory grade on all evaluations in order to be successful in the course.

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

120

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Optical work environment
Workplace legislation and policies
Professional behavior
Patient care
Instrumentation
Contact lens dispensing

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2420 : Business Management**

Last edit: 04/20/21 2:54 pm

Changes proposed by: rbennett

Programs
referencing this
course

   157: Optician Diploma

Course Name:

   Business Management for the Entrepreneur

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

Banner Course Name:	Business Management
Subject Code:	OPTC - Optician Diploma
Course Number	2420
Year of Study	2nd Year Post-secondary
Credits:	2.5

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 2310 Sales & Marketing Skills for the Entrepreneur

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

        No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create a business plan that would support the successful establishment and operation of a small business
CLO #2	Comply with labour legislation, collective agreements and organizational polices in the management of the performance of others
CLO #3	Discuss the hiring, training, and performance management of staff
CLO #4	Describe confidential and effective record keeping methods
CLO #5	Apply principles of inventory management to the coordination of purchasing, receiving, and storage of appropriate inventory

	Upon successful completion of this course, students will be able to:
CLO #6	Discuss accounting, bookkeeping, and billing systems in adherence to legislation and regulations
CLO #7	Apply an organized problem-solving approach to business issues
CLO #8	Apply principles of ethical marketing and advertising practices

Instructional

Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Business Plan
Assignments	35	Human Resource Plan
Quizzes/Tests	20	Quiz
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2430 : Refractive Conditions**

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

   Refractive Conditions & Automated Refraction

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

In Workflow

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

Approval Path

1. 04/07/21 4:33 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

Banner Course Name:	Refractive Conditions
Subject Code:	OPTC - Optician Diploma
Course Number	2430
Year of Study	2nd Year Post-secondary
Credits:	2

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1110 Anatomy & Physiology of the Eye
OPTC 1130 Foundations of Optics
OPTC 2350 Consolidated Practice Experience: Contact Lenses

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

        No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the principles of refraction
CLO #2	Describe ocular motility and binocular functions
CLO #3	Identify common eye disorders and their effects on vision
CLO #4	Recognize limitations in visual correction
CLO #5	Explain the differences between an eye examination and an automated refraction

	Upon successful completion of this course, students will be able to:
CLO #6	Record patient history prior to applying the automated refraction process
CLO #7	Apply pharmacology knowledge when conducting an assessment and taking medical history
CLO #8	Describe the effects of medication on ocular health
CLO #9	Discuss the pathophysiology of refractive conditions
CLO #10	Practice using an automated refraction system and interpret results
CLO #11	Identify limitations of automated refraction
CLO #12	Identify when to refer the patient to another eyecare professional
CLO #13	Explain the scope of practice governing refracting opticians

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Weekly Review Questions
Quizzes/Tests	30	Refractive Principles & Conditions Quiz
Exam	35	Jurisprudence Exam
Assignments	S/U	Refraction Case Study - S based on completion and participation in group discussion
Clinical Examination	S/U	Automated Refraction Testing - S based on five successful examinations during the week of the lab.
Participation	10	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online   4/6

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

20

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Hours by Learning Environment Type

Course Topics:

Review: principles of refractions

Pathophysiology of refractive conditions

Astigmatism

Anisometropia

Aniseikonia

Automated refraction process

Automated refraction limitations

Automated refraction contraindications

Ocular disease and effect on vision

Refractive conditions of the eye

SOAP (subjective, objective, assessment and plan) documentation technique

Measuring and assessing binocular function

Measuring and assessing ocular motility

Stereopsis test

Four worth dot test

Duochrome test

Fogging technique

Astigmatism

Ametropia

Instruments and procedures

Pharmacology

Effects of medication on ocular health

Refining and finalizing prescriptions

Unstable refractions

Standard industry practice (Health Professions Act Opticians Regulation)

Referral process

Limitations in visual correction

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

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

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2440 : Program Review & Exam Prep**

Last edit: 04/20/21 2:58 pm

Changes proposed by: rbennett

Programs
referencing this
course
[157: Optician Diploma](#)

Course Name:
   Program Review and License Exam Prep

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

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

Approval Path
1. 04/07/21 4:33 pm Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 04/08/21 5:39 pm Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext. 8674

Banner Course Name:	Program Review & Exam Prep
Subject Code:	OPTC - Optician Diploma
Course Number	2440
Year of Study	2nd Year Post-secondary
Credits:	1

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 1250 Consolidated Practice Experience: Eyeglasses

OPTC 2350 Consolidated Practice Experience: Contact Lenses

OPTC 2430 Refractive Conditions & Automated Refraction

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the format and requirements of the NACOR National Examination
CLO #2	Discuss study and test taking strategies
CLO #3	Review key skills and concepts related to eyeglasses
CLO #4	Review key skills and concepts related to contact lenses
CLO #5	Accurately perform all eyeglass practice competencies
CLO #6	Accurately perform all contact lens competencies

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S/U	Mock Eyeglass Exam - S based on demonstrated competency
Clinical Examination	S/U	Mock Contact Lens Exam - S based on demonstrated competency
Participation	S/U	Class participation based on rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

            25

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

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

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

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

Viewing: **OPTC 2450 : Preceptorship**

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

Changes proposed by: rbennett

Programs
referencing this
course

[157: Optician Diploma](#)

Course Name:

  Preceptorship

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Optician Diploma (6255)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Rebeccah Bennett	rbennett@vcc.ca	ext.8674

Banner Course
Name: Preceptorship

Subject Code: OPTC - Optician Diploma

Course Number   2450

Year of Study   2nd Year Post-secondary

Credits: 5.5

Course Description:

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

Course Pre-Requisites (if applicable):

OPTC 2440 Program Review & License Exam Prep

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide safe, competent, and ethical care
CLO #2	Practice within relevant legislation, Standards of Practice & Guidelines, and Code of Ethics set out by the College of Opticians of BC
CLO #3	Assume the professional responsibilities of an optician
CLO #4	Work within personal and professional limits and seek assistance when required

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

Instructional
Strategies:

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

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

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S/U	Clinical Participation - S based on standardized course rubric

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Assignment Completion and Final Review
Attendance	S/U	Meet Punctuality and Attendance Expectations - S based on 80% attendance
		Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review.

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   160

Self Paced / Individual Learning

Course Topics

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

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

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

Rationale and Consultations

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: New Program: Asian Culinary Arts Advanced Certificate

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

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

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

- Clarifying that the program focuses on East and South-East Asian culinary techniques and knowledge, not other parts of Asia. This has been clarified throughout the PCG and course outlines.

- The course learning outcomes for ACUL 2202 Asian Pacific Cooking were initially too vague; specific techniques and dishes were added to better explain the advanced skills students are learning.

- There were some concerns that the curriculum was promising too much in terms of students being ready to start a restaurant at the end of it. Additional context was added to reflect that students were learning background and core operational and business skills, but the ability to open a restaurant would be dependent on the individual student's prior experience.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Asian Culinary Arts Advanced Certificate and three new courses, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 21, 2021

Program Change Request

New Program Proposal

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

Viewing: **Asian Culinary Arts Advanced Certificate**

Last edit: 05/05/21 2:12 pm

Changes proposed by: asellwood

Program Name:

  Asian Culinary Arts Advanced Certificate

Credential Level:	Advanced Certificate
Effective Date:	February 2022
Effective Catalog Edition:	2021-2022
School/Centre:	Hospitality, Food Studies & Applied Business
Department	Asian Culinary Arts (5501)

Contact(s)

In Workflow

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

Approval Path

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

Name	E-mail	Phone/Ext.
Sonny Ho	sho@vcc.ca	8473
Barry Tsang	btsang@vcc.ca	8473

Program Content Guide

Purpose

The Asian Culinary Arts Advanced Certificate is designed to prepare students for careers as cooks and business owners in the Asian restaurant/ food industry. This program builds on the concepts and basic cooking skills developed in the Asian Culinary Arts Certificate program.

The Asian Culinary Arts Advanced certificate program exposes students to a variety of East and South-East Asian cuisines, including Chinese, Japanese, Korean, Thai, Malaysian, Singaporean, Indonesian, Vietnamese, and Filipino. Students will learn to prepare dishes common to these different cuisines while developing more advanced cooking skills specific to East and South-East Asian restaurant and food business settings.

Kitchen and business management skills are emphasized in this program in addition to Asian culinary skill development. The program will prepare students to be successful in different restaurant settings and provide the tools needed to operate an Asian restaurant business in Canada.

This program helps develop the skills for students to potentially move on to more senior positions in an Asian restaurant.

Admission Requirements

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

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program

Program Duration & Maximum Time for Completion

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

Program Learning Outcomes

Graduates of this program will have the skills and knowledge to:

Explain the sourcing, ordering, and purchasing process and specify the specialty products and ingredients needed to operate an Asian Pacific restaurant or food business.

Describe requirements for a healthy nutritional diet and identify sources of food allergies and intolerances.

Prepare, cook and serve various dishes common to East and South-East Asian cuisines (Chinese, Japanese, Korean, Thai, Malaysian, Singaporean, Indonesian, Vietnamese, and Filipino) including drinks, appetizers, soups, main courses, and desserts.

Plan and design an Asian Pacific cuisine menu.

Demonstrate advanced Asian Pacific technical cooking skills at a standard appropriate to an Asian restaurant setting and prepare a wide range of specialty ingredients common to Asian Pacific cuisines.

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

Instructional Strategies, Design, and Delivery Mode

This program will provide a wide-range of student learning opportunities in both Asian kitchen and restaurant settings.

Classroom instruction is designed for students to develop theoretical knowledge and practical skills which will be applied for success in the VCC Asian Culinary Kitchen.

Active student learning and participation is emphasized throughout the program to promote the development of knowledge, technical skills and the professional behaviour required for success in the Asian culinary industry.

Lectures, demonstrations, group work, peer assessment, reflective journaling, and project-based learning strategies are used throughout the program to promote student leaning.

Students must register in all three courses within the Asian Culinary Arts Advanced Certificate program.

Students will be required to have a uniform, textbook, and Asian cleaver.

Evaluation of Student Learning

Student's primary activities will be in both kitchen and restaurant environments and will be evaluated on their performance in preparing, cooking and serving.

Students will need a minimum grade of 70% in both theory and practical assessments in all three courses to graduate.

Recommended Characteristics of Students

Physical condition and stamina to meet the demands of the program

Ability to communicate effectively

Responsible

Self-motivated

Ability to work independently and in groups

Good personal hygiene

Interest in Asian cooking

Courses

Course List

Code	Title	Credits
ACUL 2201	Asian Restaurant Operation Management	1
ACUL 2202	Asian Pacific Cooking	14
ACUL 2203	Asian Restaurant Business Management	1
Total Credits		16

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

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	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade - Unable to proceed to next Term	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

Rationale and Consultations

Provide a rationale for this proposal.

117

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

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

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

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

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

Are there any expected costs to this proposal.

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

A new instructor and instructor assistant will be needed.

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

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	A large number of meetings were held with Andy Sellwood and Lucy Griffiths to develop the program and courses.
Registrar's Office	Appropriate responses were made to the following points/questions:

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

Consultated Area	Consultation Comments
	description, is based around food preparation and cooking, yet 2201 contains content around ordering, table settings, table service, etc. I'm sure this sets students up for success in 2202, but I just want to double-check that 2201 must be passed in order for a student to take 2202? Or do you think a student could get lower than a C+ in 2201 and still potentially be successful in 2202? I just want to make sure the prereq is necessary due to the ramifications of the refund policy, which is quite strict. 4. Again in terms of prereq – just a quick note that you don't need to list "VCC Asian Culinary Art Level 1 Certificate Program", as that is already an admission requirement for the program. So you can remove that from each of the individual courses as these would be courses just for students admitted to this program 5. I also always like to double-check about PLAR as well. I could see not being able to PLAR for most of this program, but I wonder if you would reconsider for 2201. For example, if an applicant comes in with some experiential learning from a kitchen or restaurant or some other non-academic training, would they be able to demonstrate that in some way so as not to be required to take 2201? In this case, I don't think it's a huge deal as it is just a 1-credit, 15-hour course. But just thought I would double-check
Faculty/Department	Consider more/other Asian countries' cuisine such as Taiwan, Cambodia, etc. Consider "night market" style or perhaps "street food" component
Advising & Recruitment	No comments
Counselling	No comments
Disabilities Services	No comments
Facilities	No comments

Consultated Area	Consultation Comments
Finance	No comments
Financial Aid	The new program is approved for Student Loans
Indigenous Education & Community Engagement (IECE)	No comments
International Education	Suggest that you create an Asian Culinary International Certificate which would be a combination of both programs. Two important benefits for eight month program: 1. They can work during their studies 2. They are eligible for an 8 month post-graduate work permit (PGWP) Some suggestions regarding scheduling: • If students can complete the 8 month program from January – August, then they can enter a program that begins in Fall (i.e. Culinary Arts) • If there is going to be a break between Asian Culinary 1 and 2, it can be no longer than 150 days for international students
Information Technology (IT)	No comments
Institutional Research (IR)	No comments
Learning Centre	No comments
Library	No comments
Marketing & Communications	No comments
Safety & Security	No comments
Student Services	No comments

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Course Change Request

New Course Proposal

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

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

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

Changes proposed by: asellwood

Programs
referencing this
course

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

Course Name:

  Asian Restaurant Operation Management

Effective Date: February 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow

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

Approval Path

1. 04/06/21 2:30 pm Barry Tsang (btsang): Approved for 5501 Leader
2. 04/09/21 1:08 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 04/21/21 1:03 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 05/05/21 2:43 pm Barry Tsang (btsang): Approved for 5501 Leader
5. 05/07/21 11:37 am Dennis Innes (dinnes): Approved for SHP Dean
6. 05/21/21 11:48 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Barry Tsang	btsang@vcc.ca	8473

Banner Course Name: Asian Restaurant Ops Mngt

Subject Code: ACUL - Asian Culinary

Course Number   2201

Year of Study   2nd Year Post-secondary

Credits: 1

Course Description:

This course introduces students to the occupational skills required to operate an Asian restaurant. Topics will include ordering and inventory, identifying ingredients and nutritional properties, and effectively operating the front of house.

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

Course 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 and describe ordering and inventory functions and procedures.
CLO #2	Describe the nutritional requirements of a healthy diet.
CLO #3	Identify sources of food allergies and intolerances.
CLO #4	Explain common types and styles of table settings.

Upon successful completion of this course, students will be able to:	
CLO #5	Demonstrate food and beverage table services.

Instructional

Strategies:

  Lectures, group work, role play, group discussion.

Evaluation and Grading

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

  C+

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

               15

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

Course Topics:
Front of house procedures and services.

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

Canada Food Guide

Responsible Beverage Service Program (RBS), "Serving it Right."

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Asian Culinary Arts Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

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

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Key: 9096

Preview Bridge

Course Change Request

New Course Proposal

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

Viewing: **ACUL 2202 : Asian Pacific Cooking**

Last edit: 05/12/21 3:47 pm

Changes proposed by: asellwood

Programs
referencing this
course

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

Course Name:

  Asian Pacific Cooking

Effective Date: February 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow

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

Approval Path

1. 04/06/21 2:31 pm Barry Tsang (btsang): Approved for 5501 Leader
2. 04/09/21 1:08 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 04/21/21 1:03 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 05/05/21 2:43 pm Barry Tsang (btsang): Approved for 5501 Leader
5. 05/07/21 11:38 am Dennis Innes (dinnes): Approved for SHP Dean
6. 05/21/21 11:48 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Barry Tsang	btsang@vcc.ca	8473

Banner Course
Name:
                Asian Pacific Cooking

Subject Code: ACUL - Asian Culinary

Course Number   2202

Year of Study   2nd Year Post-secondary

Credits: 14

Course Description:

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

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

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

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

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

Instructional

Strategies:

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

Evaluation and Grading

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

C+

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

275

Practicum

Self Paced / Individual Learning

Course Topics

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

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

Textbook, Uniform, Asian Cleaver

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?

129

Course Change Request

New Course Proposal

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

Viewing: **ACUL 2203 : Asian Restaurant Business Mngt**

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

Changes proposed by: asellwood

Programs
referencing this
course

158: Asian Culinary Arts Advanced Certificate

Course Name:

  Asian Restaurant Business Management

Effective Date: February 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Asian Culinary Arts (5501)

Contact(s)

In Workflow

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

Approval Path

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

Name	**E-mail**	**Phone/Ext.**
Barry Tsang	btsang@vcc.ca	8473

Banner Course Name: Asian Restaurant Business Mngt

Subject Code: ACUL - Asian Culinary

Course Number 2203

Year of Study 2nd Year Post-secondary

Credits: 1

Course Description:

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

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #4	Perform yield and cost calculations to price menu items.
CLO #5	Describe the procedures to register a company and business license.
CLO #6	Distinguish the functions and responsibilities of the health department, fire department, and WorkSafeBC.

Instructional

Strategies:

   Lectures, group work, projects.

Evaluation and Grading

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

   C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Short quiz will be given at the end of each topic.
Assignments	50	Students will complete four or more in-class assignments based on a variety of learning activities.
Project	20	Students will design a table d'hote menu for an Asian restaurant.

Hours by Learning Environment Type

Lecture, Seminar, Online

                        15

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Trade Knowledge
Menu Planning
Cost Management
Establishing a Food Business

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Asian Culinary Arts Advanced Certificate

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

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

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

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

DISCUSSION:
Lisa Beveridge, Department Head of Continuing Care, presented the proposal. There were only a few edits requested by Curriculum Committee:
- Clarifying the program attendance requirements. The BC Registry no longer requires strict attendance requirements be stated. The language in the "Evaluation of Student Learning" section was altered to recommend consistent attendance. The department will be discussing program attendance requirements and will propose changes, if any, at a later time.
- Editing and re-organizing the "Recommended Characteristics of Students" section for readability. The characteristic "no sensitivity or allergy to latex" was discussed and removed.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 21, 2021

Program Change Request

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

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

Last approved: 12/11/19 5:16 am

Last edit: 05/26/21 11:20 am

Changes proposed by: lbeveridge

Catalog Pages Using
this Program

[Health Care Assistant Certificate (ESL Cohort)](#)

Program Name:
Health Care Assistant Certificate **(EAL** ~~(ESL~~ Cohort)

Credential Level: Certificate

Effective Date: September **2021** ~~2018~~

Effective Catalog
Edition: 2021-2022

School/Centre: Health Sciences

Department Health Care Assistant (5116)

Contact(s)

In Workflow

1. 5116 Leader

2. SHS Dean

**3. Curriculum
   Committee Chair**

4. EDCO Chair

Approval Path

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

History

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

135

5. Nov 21, 2019 by Nicole Degagne (ndegagne)
6. Dec 11, 2019 by Nicole Degagne (ndegagne)

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

Program Content Guide

Purpose

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

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

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

Admission Requirements

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

~~http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx. Please note the VCC HCA/ESL program requires higher Canadian Language Benchmark Placement Test (CLBPT) scores for admission than are listed in the Registry document.~~

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

English Language Proficiency: The VCC HCA/EAL program requires higher Canadian Language Benchmark

~~Placement Test (CLBPT)~~ scores for admission than are listed in the Registry document. The CLBPT must have

Placement Test (CLBPT) scores for admission than are listed in the Registry document. The CLBPT must have been completed within the last **year** ~~six months~~ with a Listening 6, Speaking 6, Reading 6 and Writing 5.

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

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

BC Food Safe Certificate Level 1.

Upon Acceptance:

Criminal Record Check

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

TB Screening

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

Immunizations

An Immunization Record must be completed

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

Diphtheria/Tetanus/Pertussis

~~Diphtheria/TetanusPertussis~~Polio

Measles, **Mumps &** ~~Mumps, and~~ Rubella

Varicella (Chicken **pox)** ~~Pox)~~

Hepatitis B

Influenza (annually)

N95 Respiratory Mask

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

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

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

~~Please view online list of approved fit test service providers. Fit Test Service Providers~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning Outcomes

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

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

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

Provide care and assistance for clients experiencing complex health challenges.

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

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

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

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

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

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

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

Instructional Strategies, Design, and Delivery Mode

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

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

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

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

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

Evaluation of Student Learning

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

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

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

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

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

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

Attendance of all classes and laboratory experiences is **recommended** ~~required~~ in order to truly understand and master the theoretical and practical components behind the Health Care Assistant **role.**

~~role. Per the BC Care Aide and Community Health Worker Registry students may not miss more than 15% of scheduled classroom, laboratory and /or clinical experiences. Where students exceed this maximum, the College may withdraw the student from the program. Additionally the BC Care Aide and Community Health Worker Registry require students to demonstrate 100% attendance of the program's community practicum experience.~~

Recommended Characteristics of Students

Ability to work under direction and to act with initiative as a member of the health care **team**

~~team.~~A genuine concern for the well-being of **others**

~~others.~~**Patience, perseverance and dependability**

~~Patience andperseverance.Flexibility, trustworthiness, anddependability.MaturityAbility to communicate effectively in both written and spokenEnglish.High standard of personal hygiene andgrooming.~~Ability to use a problem-solving **approach**

~~approach.~~Physical **stamina**

~~stamina.~~**Flexible, adaptable and non-judgmental in adjusting to a variety of working environments**

~~No sensitivity or allergy to latex.Ability to work in environments where standards may be different from one's own.~~

Courses

Plan of Study Grid

Term One		Credits
ELSK 0701	English Language Skills 1	7.5
HRCA 1103	Lifestyle and Choices	1.5
HRCA 1105	Interpersonal Communications	3
HRCA 1120	Introduction to Practice	1.5
HRCA 1122	Personal Care and Assistance 1	2.5
HRCA 1135	Clinical 1	2
HRCA 1130	Health and Healing 1	3
HRCA 1140	Common Health Challenges 1	1.5
	Credits	22.5
Term Two		
ELSK 0702	English Language Skills 2	6
HRCA 1224	Cognitive or Mental Challenges	3
HRCA 1227	Clinical 2	2
HRCA 1230	Health and Healing 2	1.5
HRCA 1240	Common Health Challenges 2	4.5
HRCA 1232	Personal Care and Assistance 2	3.5
	Credits	20.5
Term Three		
ELSK 0703	English Language Skills 3	3
HRCA 1329	Clinical 3	5
HRCA 1328	Community Practicum	2
	Credits	10
	Total Credits	53

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Pass	2.33
C	60-63	Failing Grade	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		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.

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

Are there any expected costs to this proposal.

No

Consultations

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

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

Course Change Request

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

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

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

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

Changes proposed by: lbeveridge

Programs
referencing this
course

[51: Health Care Assistant Certificate (EAL Cohort)](#)

Course Name:
   English Language Skills 1

Effective Date: September 2021

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

Department: Health Care Assistant/ESL (5002)

Contact(s)

In Workflow

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

Approval Path

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

History

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

Name	E-mail	Phone/Ext.

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

Banner Course Name: English Language Skills 1

Subject Code: ELSK - English Language Skills

Course Number   0701

Year of Study   ESL Course

Credits: 7.5

Course Description:

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

Course Pre-Requisites (if applicable):

~~Admission to the Health Care Assistant/ESL Program~~

Course Co-requisites (if applicable):

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

PLAR (Prior Learning Assessment & Recognition)

        No

Course Learning
Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
~~CLO #12~~	~~Communicate in a caring manner during the care-giving process in a complex care setting.~~
~~CLO #13~~	~~Read and demonstrate understanding of appropriate written information in a complex care setting.~~
~~CLO #14~~	~~Write clear, appropriate client reports in a complex care setting.~~
~~CLO #15~~	~~Respond appropriately to clients, family and health team members in a complex care setting.~~

Instructional

Strategies:

Lectures, interactive class activities, ~~lectures classroom activities~~ lab **activities,** ~~activities~~ group **work,** ~~work~~ clinical experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Satisfactory (where "S" = 60%)

~~satisfactory (where "S"=64%)~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30** ~~15~~	**Listening and Speaking assignments (at the CLB 7 level)** ~~writing skills assessed through Health Care Assistant assignments and reflective journals~~
Assignments ~~Quizzes/Tests~~	**30** ~~15~~	**Reading** ~~reading~~ and **Writing** ~~vocabulary skills assessed through reading~~ assignments **(at the CLB 6 level)** ~~and vocabulary quizzes~~
Quizzes/Tests ~~Lab Work~~	**10** ~~30~~	**Communication** ~~communication~~ skills assessed during **lab based on a rubric.** ~~Lab testing~~
Field Experience	**20** ~~35~~	**Communication skills assessed in a complex care setting based on a rubric.** ~~listening and interactive communication skills assessed during clinical experience~~

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Type	Percentage	Brief description of assessment activity
Participation	**10** ~~5~~	**Participation** ~~attendance and participation~~ in class and **in online** ~~group~~ activities **based on a rubric.**

Hours by Learning Environment Type

Lecture, Seminar, Online

100

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

50

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

1. **Writing development (clarity; organization; sentence structure; mechanics)**

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

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

4. ~~Reflective journalwriting.~~

~~2.Writing assignments for Health Care Assistant Level 1 (clarification; organization; development;mechanics).~~

~~3.~~Reading **Assignments** ~~a textbook for comprehension~~ (Health Care Assistant Level 1 **textbook topics)**

5. ~~topics).~~

~~4.~~ **Reading and vocabulary learning strategies**

6. **Strategies** ~~Understanding shift reports~~ **for effective communication within a complex care setting**

7. ~~settings (restating; explaining).~~

8. ~~Skimming andscanning.~~

~~5.~~**Medical** ~~Understanding~~ and ~~pronunciation of medical and~~ professional terminology **for HCA** ~~(Health Care Assistant~~ Level **1 (meaning, use, and pronunciation)**

8. ~~1).~~

~~6.~~ **Giving** ~~Understanding~~ and following direction (acknowledging; clarifying; confirming; **responding)**

9. ~~responding).~~

~~7.~~ **Giving and receiving shift reports for complex care settings (summarizing, restating; explaining)**

10. **Communication skills (including intercultural communication)**

~~Understanding shift reports for complex care settings (restating; explaining).~~

~~8.Interacting with clients.~~

~~9.Interacting with the health care team.~~

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

HCA EAL Program Content Guide

Course Change Request

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

Viewing: **ELSK 0702 : English Language Skills 2**

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

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

Changes proposed by: lbeveridge

Programs
referencing this
course

[51: Health Care Assistant Certificate (EAL Cohort)](#)

Course Name:
  English Language Skills 2

Effective Date: September 2021

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

Department: Health Care Assistant/ESL (5002)

Contact(s)

Name	E-mail	Phone/Ext.

In Workflow

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

Approval Path

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

History

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

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

Banner Course Name: English Language Skills 2

Subject Code: ELSK - English Language Skills

Course Number 0702

Year of Study ESL Course

Credits: 6

Course Description:

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

Course Pre-Requisites (if applicable):

~~Completion of the following courses in the Health Care Assistant/ESLprogram:~~ELSK 0701, HRCA 1103, HRCA 1105, HRCA 1120, HRCA 1122, HRCA 1130, HRCA 1140; HRCA 1135

Course Co-requisites (if applicable):

HRCA 1224, HRCA 1230, HRCA 1240, HRCA 1227, HRCA 1232

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Communicate and engage appropriately with clients, families and to health team members in a special complex care setting.** ~~Read and demonstrate an understanding of textbook and course materials for HCA/ESL Level 2.~~
CLO #2	**Choose and apply effective** ~~Continue to use~~ strategies to understand unfamiliar written material.
CLO #3	**Use and respond to HCA/EAL Level 2 professional terminology accurately.** ~~Explain and discuss course concepts, main ideas, and details for HCA/ESL Level 2.~~
CLO #4	**Respond effectively to verbal information, explanations, questions, requests, and directives in a special care setting.** ~~Use professional terminology appropriate to HCA/ESL Level 2 in a readily understood manner.~~
CLO #5	**Clearly and accurately document client information in a special care setting.** ~~Continue to respond effectively to verbal/oral information, explanations, questions, requests, and directives.~~
CLO #6	**Respond appropriately to shift reports in a special care setting.** ~~Continue to use strategies to clarify and confirm oral information.~~
CLO #7	**Report clearly and appropriately to health team members in a special care setting.** ~~Write HCA/ESL Level 2 course assignments clearly and in an appropriate format.~~
CLO #8	**Respond appropriately to written information in a special care setting.** ~~Give oral presentations in a readily understood manner.~~
CLO #9	**Plan, organize and present a group presentation.** **(Achievement of all course learning outcomes is measured using the CLB Listening 7, Speaking 7, Reading 6, and Writing 6 performance indicators.)** ~~Restate, explain, and respond appropriately to shift reports in a Special Care setting.~~
~~CLO #10~~	~~Speak clearly and in a manner appropriate to clients in a Special Care setting.~~
~~CLO #11~~	~~Listen attentively and respond appropriately to clients in a Special Care setting.~~
~~CLO #12~~	~~Listen attentively and respond appropriately to health team members in a Special Care setting.~~
~~CLO #13~~	~~Report clearly and appropriately to health team members in a Special Care setting.~~
~~CLO #14~~	~~Communicate in a caring manner during the care-giving process in a Special Care setting.~~

	Upon successful completion of this course, students will be able to:
~~CLO #15~~	~~Read and demonstrate understanding of appropriate written information in a Special Care setting.~~
~~CLO #16~~	~~Write clear, appropriate client reports in a Special Care setting.~~
~~CLO #17~~	~~Continue to respond appropriately to clients, family and health team members in a Special Care setting.~~

Instructional

Strategies:

Lectures, interactive class activities, ~~Lectures classroom activities~~ lab **activities,** ~~activities~~ group **work,** ~~work~~ clinical experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Satisfactory (where "S" = **65%)**

~~64%)~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30** ~~15~~	**Listening and Speaking assignments (at the CLB 7 level)** ~~writing and oral skills assessed through Health Care Assistant assignments and group oral presentation~~
Assignments ~~Quizzes/Tests~~	**30** ~~15~~	**Reading** ~~reading~~ and **Writing** ~~vocabulary skills assessed through reading~~ assignments **(at the CLB 6 level)** ~~and vocabulary quizzes~~
Quizzes/Tests ~~Lab Work~~	**10** ~~30~~	**Communication** ~~communication~~ skills assessed during ~~Health Care Assistant~~ Lab **based on a rubric.** ~~testing~~
Field Experience	**20** ~~35~~	**Communication skills assessed in a complex care setting based on a rubric.** ~~listening and interactive communication skills assessed during HCA clinical experience~~

Type	Percentage	Brief description of assessment activity
Participation	**10** ~~5~~	**Participation** ~~attendance and participation~~ in class and **in online** ~~group~~ activities **based on a rubric.**

Hours by Learning Environment Type

Lecture, Seminar, Online

90

Lab, Clinical, Shop, Kitchen, Studio, Simulation

50

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

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

2. ~~presenting).~~

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

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

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

5. **Reading and vocabulary learning strategies**

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

~~3.~~Reading **Assignments** ~~a textbook for comprehension~~ (Health Care Assistant Level 2 **textbook topics)**

7. ~~topics).~~

~~4.~~ **Strategies for effective communication within a special care setting**

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

9. ~~2).~~

~~5.~~ **Giving** ~~Understanding~~ and following direction (acknowledging; clarifying; confirming; **responding).**

10. ~~responding).~~

~~6.~~ **Giving and receiving** ~~Understanding~~ shift reports for **special care** ~~Special Care~~ settings **(summarizing, restating, explaining)**

11. ~~(restating; explaining).~~

~~7.~~ **Communication skills (including intercultural communication)**

~~Communicating with clients with dementia.~~

~~8.Interacting with clients with dementia.~~

~~9.Interacting with the health care team.~~

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

HCA EAL Program Content Guide

Course Change Request

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

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

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

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

Changes proposed by: lbeveridge

Programs
referencing this
course

[51: Health Care Assistant Certificate (EAL Cohort)](#)

Course Name:
  English Language Skills 3

Effective Date: September 2021

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

Department: Health Care Assistant/ESL (5002)

Contact(s)

Name	E-mail	Phone/Ext.

In Workflow

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

Approval Path

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

History

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

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

Banner Course Name: English Language Skills 3

Subject Code: ELSK - English Language Skills

Course Number 0703

Year of Study ESL Course

Credits: 3

Course Description:

Students continue ~~This course continues~~ to **receive ongoing** ~~develop the~~ English language **instruction** ~~skills of learners of an additional language in the Health Care Assistant/ESL Program~~ and **support as they build** ~~builds~~ on the skills **developed in ELSK 0702.** ~~learned in English Language Skills 2. It focuses especially on the listening and speaking skills required to communicate effectively as a Health Care Assistant in an extended care setting, and on the Job Search Skills required to enter the workforce as a Health CareAssistant.Reading, writing, and vocabulary skills will continue to be developed, especially as they apply to theworkplace.~~Reading, writing, and interactive communication (listening **and** ~~&~~ speaking) skills are taught concurrently **and** ~~and~~ in conjunction with ~~situations and~~ topics in **the** Health Care Assistant **Level 3 curriculum.** ~~Clinical 3.~~ **Students continue to develop their listening, speaking, reading and writing skills through real world tasks within the clinical settings and are assessed using the target Canadian Language Benchmark (CLB) levels. Students' interpersonal professional** ~~Upon completion of English Language Skills 3, learners have the~~ communication skills **are enhanced** ~~required to provide personal care for clients~~ in **class** ~~an extended care setting~~ and **in clinical while providing care for clients in a complex care setting.** ~~to interact with clients and members of the health team.~~ **Throughout the course, students also increase their awareness of workplace expectations, environment and appropriate language. Upon completion of ELSK 0703 students have** ~~It focuses especially on~~ **the communication** ~~listening and speaking~~ **skills required to provide personal care for clients** ~~communicate effectively as a Health Care Assistant~~ **in a complex care setting and** ~~an extended care setting, and on the Job Search Skills required~~ **to interact professionally and appropriately with clients and health team members.** ~~enter the workforce as a Health Care Assistant.~~

Course Pre-Requisites (if applicable):

~~Completion of the following courses in the Health Care Assistant/ESLprogram:~~ELSK 0702, HRCA 1224, HRCA 1230, HRCA 1240, HRCA 1227, HRCA 1232

Course Co-requisites (if applicable):

  HRCA 1328; HRCA 1329

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #9	**Demonstrate CLB Listening 7, Speaking 7, Reading 6, and Writing 6 outcomes and standards as evidenced by the performance indicators listed in the current CLB document.** **(Achievement of all course learning outcomes is measured using the CLB Listening 7, Speaking 7, Reading 6, and Writing 6 performance indicators.)** ~~Continue to respond appropriately to clients, family and health team in an extended care setting.~~
~~CLO #10~~	~~Understand job postings as they apply to HCA.~~
~~CLO #11~~	~~Prepare a resume, cover letters, and references for a HCA position.~~
~~CLO #12~~	~~Understand the literal and underlying meaning of job interview questions.~~
~~CLO #13~~	~~Know where and how to apply for a job as a HCA.~~
~~CLO #14~~	~~Complete appropriate job application forms, both hard copy and on-line.~~
~~CLO #15~~	~~Know how to apply to the BC Care Aide and Community Health Worker Registry.~~

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: Satisfactory (where "S" = **70%**) ~~64%)~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~35~~	**Listening and Speaking assignments at the CLB 7 level** ~~Job Search readiness is assessed through resume, cover letter, references, and mock interviews~~

Type	Percentage	Brief description of assessment activity
Assignments ~~Field Experience~~	**20** ~~60~~	**Reading and writing assignments at the CLB 6 level** ~~listening and interactive communication skills critical to employment after graduation~~
Field Experience ~~Participation~~	**60** ~~5~~	**Communication skills assessed in a complex care setting based on a rubric.** ~~attendance and participation in class and group activities~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

1. Job **search skills**

2. ~~Search Skills.~~

~~2.~~ **Employment interviews**

3. ~~Where to apply for ajob.~~

~~3.Preparing aresume.~~

~~4.~~**Resume, cover letter,** ~~Understanding~~ and ~~responding to~~ job **application**

4. ~~interview questions~~

~~5. Job description & jobpostings~~

~~6.Preparing a CoverLetter.~~

~~7.PreparingReferences.~~

~~8.Completing Job ApplicationForms.~~

~~9.How to apply for ajob.~~

~~10.The BC Care Aide and Community Health WorkerRegistry.~~

~~11.ClinicalPractice.~~

~~12.Understanding shift reports in an extended caresetting.~~

~~13.Interacting with clients in an extended caresetting.~~

~~14.Interacting with co-workers in an extended caresetting.~~

~~15.~~**Effective communication** ~~Interacting with the health care team~~ in **a complex care setting**

5. ~~an extended care setting.~~

~~16.~~ **Intercultural communication**

6. Documentation of resident information ~~Writing client reports in an extended care setting.~~

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

HCA EAL Program Content Guide

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jan–May 2021)

From January to May 2021, Curriculum Committee approved the following minor curriculum changes:

- Updates to the course description of DRFT 1294 Connection & Layout Geometry

- Updates to instructional strategies, design, and delivery mode in the Steel Construction Modelling Technician Certificate program content guide

- Minor revisions to the Baking and Pastry Arts - Artisan Baking Certificate and Baking and Pastry Arts - Pastry Certificate program content guides, and updates to five course outlines (including changes to pre-requisites and course learning outcomes):
  - BAKG 1230 Work Experience
  - BAKG 1344 Savoury Baking & Flatbreads
  - BAKG 1345 Catering & Special Orders
  - BAKG 1346 Capstone Project
  - BAKG 1350 Wedding Cakes & Marzipan

- Updates to recommended characteristics of students in the Medical Device Reprocessing Technician Certificate program content guide

- Updates to the Graphic Design Diploma program content guide to allow for a part-time option, and updates to advanced entry (Year 2) admission requirements

- Deactivation of the following programs (replaced by the Administrative Professional Certificate):
  - Administrative Professional 1 Certificate
  - Administrative Professional 2 Certificate

- Deactivation of the following courses, which are no longer taught:
  - ESTH 1100 Intro Skin and Body Therapies
  - ESTH 1105 Safe Practices
  - ESTH 1225 Practicum
  - GEMM 1110 Gemmology Accelerated Program
  - MDRT 1101 Medical Reprocessing Theory
  - MDRT 1102 Medical Reprocessing Practicum
  - MUSC 3294 New Music Ensemble 6

- o   MUSC 3298 Jazz Orchestra
- o   MUSC 3299 Jazz Ensemble 6
- o   MUSC 549 Fretted Instrument Minor Study
- o   MUSC 659 Classical Keyboard Minor Study

- Deactivation of the following courses, which were revised and assigned new course numbers:

  - o   MATH 0311 Mathematics Level 1
  - o   MATH 0312 Mathematics Level 2
  - o   MATH 0313 Mathematics Level 3
  - o   MATH 0314 Mathematics Level 4
  - o   MATH 0315 Mathematics Level 5
  - o   MATH 0316 Mathematics Level 6

PREPARED BY:　　　Todd Rowlatt, Chair, Curriculum Committee

DATE:　　　May 31, 2021

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: D.3.6 Admissions Policy

BACKGROUND:

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

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

DISCUSSION:

No concerns about the proposed policy merger were noted.

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

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

RECOMMENDATION:

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

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee

DATE: May 31, 2021

POLICY

Title	**Admissions Policy**
Policy No.	D.3.6
Approval Body	Board of Governors, Education Council (advice)
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	April 2015; September 27, 2017
Effective Date	DRAFT 2021-05-13

CONTEXT AND PURPOSE

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

SCOPE AND LIMITS

This Policy applies to all applicants and to all programs/courses offered by VCC.

Admission requirements are approved by Education Council and the Board of Governors in accordance with Section 23.1 of the *College and Institute Act*.

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

STATEMENT OF POLICY PRINCIPLES

1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, age, criminal record, marital status, family status or disability except where the College's operations are governed by legislation.

2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.

3. The Registrar's Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.

4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.

5. Admission requirements and course pre-requisites should be reliable predictors of student success.

6. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.

7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada (IRCC) to study in Canada are eligible to apply for admission.

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

9. International students are required to meet IRCC regulations for studying in Canada. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:

   a. programs/courses that use selective admissions processes to rank order qualified applicants; and
   b. returning students who apply to be readmitted (insert students) into a program at an advanced level.

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

11. In consultation with various internal and external stakeholders, reasonable limits may be placed on international student enrolment on a program-by-program basis. External stakeholders may include regulatory bodies such as the Industry Training Authority and/or Immigration, Refugee and Citizenship Canada.

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

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

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

DEFINITIONS

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

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

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

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

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

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

Equivalent: An alternate course or program of study that is similar to an admission requirement which can be presented instead of stated course requirements.

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

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

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

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

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

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

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

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

Registration Area: The following areas of the College are responsible for registering students into specific programs:

- Registrars' Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

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

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

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

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

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

RELATED LEGISLATION & POLICIES

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

Policies
A.3.1   Prevention of Harassment, Discrimination and Bullying
C.1.1   Grading, Progression and Withdrawal
C.1.3   Granting of Credentials
C.2.1   International Students on Study Permits

D.3.5   Prior Learning Assessment and Recognition
D.3.6.1 Flexible Admissions
D.3.7   Tuition and Fees
D.3.10   Indigenous Education Enrolment
D.4.1   Students with Disabilities
D.4.2   Student Grievance

RELATED PROCEDURES

Refer to Policy D.3.6 Admissions Procedures.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Title	**Admissions**
Policy No.	D.3.6
Approval Body	Board of Governors, Education Council (advice)
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	April 2015; September 27, 2017
Effective Date	DRAFT 2021-05-13

General College Admission Requirements

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.

    a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the Tuition and Fees Policy (D.3.7) will be treated as domestic students for the purpose of enrolment, tuition fee assessment, scholarship and award funding.

    b. Applicants who are not domestic students and who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.

2. To be considered as a visiting student, applicants must present the following:

    a. A completed application noting their request to be considered a visiting student; and

    b. A Letter of Permission from their home institution which stipulates the course(s) the student will take at VCC, and that will be recognized at their home institution.

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

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

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

6. Underage applicants may be granted special admission on an individual basis, subject to the following:

    For domestic applicants:

    a. a written consent from a parent or guardian, and

    b. letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).

For international applicants:

    a. proof of high school graduation, and

    b. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.

Program/Course Admission Requirements

7. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.

8. There are three (3) processes the College can use to admit students into its programs and courses:

    a. Standard Admissions;

    b. Selective Admissions;

    c. Flexible Admissions.

Applying for Admissions at VCC

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

10. Applicants will pay an application fee where required.

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

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

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

Transfer Credit

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

Prior Learning Assessment and Recognition (PLAR)

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

Insert Applicant

16. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application

to the relevant Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant's educational history and seat availability.

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

Admissions Review

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

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

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

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

RELATED POLICY
Refer to D.3.6 Admissions Policy.

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 8, 2021

ISSUE: C.2.1 International Students on Study Permits Policy

BACKGROUND:

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

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

DISCUSSION:

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

RECOMMENDATION:

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

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee

DATE: May 31, 2021

POLICY

Policy No.	C.2.1
Title	International Students on Study Permits
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	International Education Enrolment, January 29, 2004
Effective Date	February 25, 2015

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

SCOPE AND LIMITS
This policy applies to all College programs for which international students on valid study permits are eligible.

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

STATEMENT OF POLICY PRINCIPLES
1. VCC admits qualified applicants in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

2. The College may admit international students who hold a valid study permit.

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

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

RELATED PROCEDURES
Refer to C.2.1 International Students on Study Permits Procedures.

PROCEDURES

Policy No.	C.2.1
Title	International Students on Study Permits
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	International Education Enrolment , January 29, 2004
Effective Date	February 25, 2015

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

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

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

RELATED POLICY

Refer to C.2.1 International Students on Study Permits Policy.

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	June 8, 2021
ISSUE:	Recommendations from Accreditation Gap Analysis Working Group

BACKGROUND:

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

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

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

The working group was tasked with the following:

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

DISCUSSION:

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

The working group found that the procedural elements in accreditations were typically consistent with program renewal standards, but there were gaps in some of the elements covered.

- There are very few gaps in elements related to "Curriculum & Instruction" and "Student Outcomes." Most accreditations are interested in the same common elements.
- "Instructors & Staff" and "Student Support Services" have moderate gaps, primarily in the topics of Workload, Instructor Evaluations, Student Feedback on Services, and Accessibility of Services.
- "Program Planning & Administration" and "Physical & Learning Environments" have the most concerning gaps. Questions related to program planning, department resources, support staff resources, succession planning, and articulation/affiliations are often missing. While physical environments are reviewed, very few ask about online learning environments or educational technology.

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

VCC's Program Renewal

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

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

Education Quality Committee discussed the recommendations at its March and April meetings, and supported this approach. The committee plans to review policy C.3.2 Program Review and Renewal with regards to the four suggestions related to program renewal.

RECOMMENDATION:
THAT Education Council adopt the *VCC Quality Assurance Process for Externally Accredited or Reviewed Programs.*

ATTACHMENTS:	Appendix A: VCC Quality Assurance Process for Externally Accredited or Reviewed Programs
	Appendix B: Comparison of VCC Program Renewal to Accreditation Processes
PREPARED BY:	Pervin Fahim, Julie Gilbert, Lucy Griffith, Heidi Parisotto, Todd Rowlatt
DATE:	April 29, 2021

Appendix A

**VCC Quality Assurance Process for
Externally Accredited or Reviewed Programs**

Program Name:
Program Leads:
Date:

Purpose

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

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

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

Process

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

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

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

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

Upon completion of the accreditation process, please complete this form and submit to edco@vcc.ca.

SECTION 1: Process

Does the program accreditation process include the following elements?

Comments are not required

Elements	Fully	Partially	Not Addressed
Steering Committee including College and departmental representation	☐	☐	☐
Comments:			
Self-study (report submitted to the accreditation body) completed by the department	☐	☐	☐
Comments:			
External Review process that includes panel, site visit (or virtual visit), and report with recommendations	☐	☐	☐
Comments:			
Opportunities for feedback (during self-study and/or external review process) from: program instructors and staff; current students; alumni; and Program Advisory Committee or other community/industry partners	☐	☐	☐
Comments:			
Action Plan completed by the department (based on self-evaluation and/or accreditation recommendations)	☐	☐	☐
Comments:			
Additional Comments:			

SECTION 2: Topics Included in Accreditation Review

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

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

Comments are not required

CURRICULUM & INSTRUCTION	Fully	Partially	Not addressed
Program Structure and Alignment	☐	☐	☐
Comments:			
Admission and graduation requirements	☐	☐	☐
Comments:			
Teaching and assessment strategies	☐	☐	☐
Comments:			
Curriculum delivery (e.g. online, blended, experiential)	☐	☐	☐
Comments:			
Curriculum quality, relevance, and connection to professional or entry to practice standards (if applicable)	☐	☐	☐
Comments:			
Clinical, practicum, and other workplace learning (if applicable)	☐	☐	☐
Comments:			
Additional Comments:			

Comments are not required

INSTRUCTORS & STAFF	Fully	Partially	Not addressed
Qualifications and hiring practices, including training and experience in teaching	☐	☐	☐
Comments:			
Workload	☐	☐	☐
Comments:			
Professional and career development	☐	☐	☐
Comments:			
Connections to professional associations, community and/or workplace	☐	☐	☐
Comments:			

	Fully	Partially	Not addressed
Research and scholarly activities	☐	☐	☐
Comments:			
Additional Comments:			

Comments are not required

STUDENT OUTCOMES	Fully	Partially	Not addressed
Student progression (e.g. enrolment, attrition, retention, remediation, graduation)	☐	☐	☐
Comments:			
Student satisfaction	☐	☐	☐
Comments:			
Employment outcomes	☐	☐	☐
Comments:			
Course evaluations including work placements	☐	☐	☐
Comments:			
Additional Comments:			

Comments are not required

EDUCATION SUPPORT SERVICES	Fully	Partially	Not addressed
Breadth and accessibility of services, including: • Indigenous services; • library and research support; • academic support and tutoring; • counselling and disability services; • advising services; • career services; • international student services; and • financial support, scholarships and bursaries	☐	☐	☐
Comments:			
Student satisfaction	☐	☐	☐
Comments:			
Support for instructors	☐	☐	☐
Comments:			
Additional Comments:			

Comments are not required

PROGRAM PLANNING & ADMINISTRATION	Fully	Partially	Not addressed
Enrolment planning, marketing and recruitment	☐	☐	☐
Comments:			
Department organization, instructor and staff complements, administrative support and operational budget	☐	☐	☐
Comments:			
Indigenization	☐	☐	☐
Comments:			
Equity, diversity and inclusion	☐	☐	☐
Comments:			
Program Advisory Committee	☐	☐	☐
Comments:			
Department planning processes, labour market and competitive analysis	☐	☐	☐
Comments:			
Succession planning	☐	☐	☐
Comments:			
Alignment with College policies	☐	☐	☐
Comments:			
Affiliation, articulation and transfer agreements	☐	☐	☐
Comments:			
Ongoing curriculum development and maintenance	☐	☐	☐
Comments:			
Additional Comments:			

Comments are not required

PHYSICAL & LEARNING ENVIRONMENTS	Fully	Partially	Not addressed
Physical spaces including facilities, classrooms, labs, work placement sites, and offices	☐	☐	☐
Comments:			
Online learning spaces and educational technology	☐	☐	☐
Comments:			
Equipment and technology	☐	☐	☐

Comments:			
Safety (including work placement sites)	☐	☐	☐
Comments:			
Accessibility (including work placement sites)	☐	☐	☐
Comments:			
Additional Comments:			

SECTION 3: REVIEW BY EVALUATION SUBCOMMITTEE

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

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

If yes, what actions are required?

What is the timeframe for these actions to be completed?

Additional Comments:

Date Reviewed by Evaluation Subcommittee:

Date Reviewed by Education Quality Committee:

Appendix B

Comparison of VCC Program Renewal to Accreditation Processes

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

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

The following aspects were compared:

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

This matrix was used to inform the creation of the quality assurance process detailed in Appendix A and in the recommendations made regarding VCC's program renewal process.

Process Requirements	VCC Program Renewal	CASN (Nursing)	BCCNM (Nursing)	Technology Accreditation (Drafting)	CDAC (Certified Dental Assisting)	PEAC (OPTA)	NATEF (Auto Service)
College/Dept Steering Commitee	☑	☑	✕	✕	✕	✕	☑
Self-Study Completed by Department*	☑	☑	☑	☑	??	☑	☑
External Review Cmte Site Visit	☑	☑	☑	☑	☑	☑	☑
External Review Cmte Report	☑	☑	☑	☑	☑	☑	☑
External Review Required Follow-Up	✕	✕	☑	☑	☑	☑	☑
Action Plan Completed by Dept	☑	☑	☑	✕	☑	☑	☑
Feedback opportunities with Program Faculty	☑	☑	☑	☑	☑	☑	☑
Feedback opportunities with Current Students	☑	☑	☑	☑	☑	☑	☑
Feedback opportunities with Alumni	☑	☑	☑	☑	✕	☑	☑
Feedback opportunities with Program Advisory Committee or other industry/community	☑	☑	☑	☑	☑	☑	☑
Annual Reporting Requirements	✕	??	??	☑	??	☑	??

Appendix A: Comparison of VCC Program Renewal to Accreditation Processes

*Elements Included in Analysis	VCC Program Renewal	CASN (Nursing)	BCCNM (Nursing)	Technology Accreditation (Drafting)	CDAC (Certified Dental Assisting)	PEAC (OPTA)	NATEF (Auto Service)
Curriculum & Instruction							
Program Structure & Alignment (including Hours/Credits)	☑	☑	☑	☑	☑	☑	☑
Admission Requirements	☑	✕	☑	☑	☑	☑	☑
Graduation Requirements	☑	☑	☑	☑	☑	✕	☑
Teaching Strategy, Pedagogy & Instructional Philosophy	☑	☑	☑	✕	✕	☑	☑
Assessment Strategies	☑	☑	☑	✕	☑	☑	☑
Curriculum Delivery (online, blended, experiential)	☑	☑	☑	☑	☑	☑	☑
Curriculum Quality & Relevance	☑	☑	☑	✕	☑	☑	☑
Professional Standards & Entry to Practice Requirements	✕	☑	☑	✕	☑	☑	☑
Clinical/Work Placement/Practicum Hours & Support	✕	☑	☑	☑	☑	☑	✕
Intercultural Communication (humility/safety)	✕	☑	☑	✕	✕	☑	✕
Instructors & Staff							

Appendix A: Comparison of VCC Program Renewal to Accreditation Processes

Qualifications/Hiring Practices	✓	✓	✓	✓	✓	✓	✓
Professional/Career Development	✓	✓	✓	✗	✓	✓	✓
Connections to Professional Associations/Industry/Work place/ Community	✓	✓	✓	✓	✓	✓	✓
Workload	✓	✗	✗	✓	✓	✓	✓
Instructor Evaluations/Self-Evaluations	✓	✗	✗	✗	✓	✓	✓
Research & Scholarly Activities	✗	✓	✗	✗	✓	✓	✗
Involvement in College Activities	✗	✓	✗	✗	✗	✗	✗
Student Outcomes							
Student Progression (Enrolment, Attrition, Retention, Remediation, Graduation)	✓	✓	✓	✓	✓	✓	✓
Student Satisfaction	✓	✓	✓	✗	✓	✓	✓
Employment Outcomes	✓	✓	✓	✓	✓	✓	✓
Instructor Evaluations	✓	✓	✓	✗	✓	✓	✓
Work Placement/Practicum Evaluations	✓	✓	✓	✓	✓	✓	✓
Ongoing follow-up (employment, continuing training)	✗	✗	✗	✗	✗	✗	✓
Education Support Services							
Availability/Breadth of Services	✓	✓	✓	✓	✓	✓	✓

Appendix A: Comparison of VCC Program Renewal to Accreditation Processes

4

	C1	C2	C3	C4	C5	C6	C7
Student Feedback	✓	✗	✓	✗	✓	✓	✓
Accessibility to Students	✓	✗	✓	✗	✓	✓	✓
Supports for Instructors	✓	✓	✓	✗	✗	✓	✓
Library & Research Support	✗	✓	✓	✗	✗	✓	✗
Academic Support & Tutoring	✗	✓	✓	✗	✗	✓	✗
Counselling & Disabilities Services	✗	✓	✓	✗	✗	✓	✗
Advising Services	✗	✗	✗	✗	✗	✓	✗
Career Services	✗	✗	✗	✗	✗	✓	✗
Scholarships & Bursaries	✗	✗	✗	✗	✗	✓	✓
Indigenous Education Support	✗	✗	✗	✗	✗	✗	✗
Program Planning & Administration							
College Planning Processes	✓	✓	✗	✓	✗	✓	✗
Enrolment Planning, Marketing & Recruiting	✓	✓	✗	✗	✗	✗	✓
Department Planning Processes	✓	✓	✗	✗	✗	✓	✗
Program Advisory Committee	✓	✗	✓	✓	✓	✓	✓
Administrative Support & Operational Budgets	✓	✓	✗	✗	✓	✓	✓
Instructor Compliment	✓	✓	✓	✓	✓	✓	✓
Support Staff Resources	✓	✗	✗	✗	✓	✓	✓
Succession Planning	✓	✗	✗	✗	✗	✗	✗
Alignment with College Policies	✓	✓	✓	✓	✓	✓	✓
Affiliations, Articulation & Transfer Agreements	✓	✗	✗	✓	✓	✗	✗

Appendix A: Comparison of VCC Program Renewal to Accreditation Processes

Ongoing Program Review	✓	✓	✓	✗	✓	✓	✗
Future Trends	✓	✗	✗	✗	✗	✗	✗
Ongoing Curriculum Maintenance & Development	✗	✓	✓	✗	✓	✗	✓
College Organization	✗	✓	✓	✗	✓	✓	✓
Physical & Learning Environments							
Physical Spaces (Facilities, Labs, Classrooms)	✓	✓	✓	✓	✓	✓	✓
Online Learning Spaces	✓	✓	✗	✗	✗	✗	✗
Office Spaces	✓	✗	✗	✓	✓	✓	✗
Equipment	✓	✓	✓	✓	✓	✓	✓
Educational Technology	✓	✗	✗	✗	✓	✗	✗
Technology	✓	✓	✗	✓	✓	✓	✓
Safety	✓	✓	✓	✓	✓	✓	✓
Effective Space Design	✓	✗	✗	✗	✓	✓	✓
Inclusiveness, accessibility, diversity and equity	✗	✓	✗	✗	✗	✗	✓
Governance							
Overall College governance	✗	✗	✗	✗	✓	✓	✓
Program Improvement Processes	✗	✓	✓	✗	✓	✓	✗
Curriculum Management Processes	✗	✗	✓	✗	✓	✗	✓
Follow up Reports and Requirements from External Governance Bodies	✗	✓	✓	✓	✓	✓	✓

Appendix A: Comparison of VCC Program Renewal to Accreditation Processes

VCC Education Council
ANNUAL REPORT
January 1 – December 31, 2020

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

PROPOSALS FOR NEW PROGRAMS
Education Council accepted the following concept papers for information:

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

PROGRAM/EDUCATIONAL SERVICE RENEWALS
Education Council accepted the following renewal reports for information:

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

Educational Service Renewals:
- Counselling Services

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

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

2020 meeting dates: January 14   February 11   March 10

March 18	March 30	April 6
April 14	May 12	June 9
September 8	October 13	November 10
December 8		

MEMBERSHIP

Chair: Elle Ting

Vice-Chair: Andrew Candela (to August 2020); Natasha Mandryk (from September 2020)

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

Faculty, Transportation Trades and Technology	Lucy Griffith	Nov 2019-Oct 2021
Faculty, Arts and Sciences	Natasha Mandryk	Nov 2018-Oct 2020
		Nov 2020-Oct 2022
Faculty, College-at-Large	Denise Beerwald	Nov 2018-Oct 2020
	Sarah Kay	Nov 2020-Oct 2022
Faculty, Arts and Sciences	Andrew Candela	Nov 2018-Aug 2020
	Shantel Ivits	Nov 2020-Oct 2022
Faculty, Health Sciences	Heidi Parisotto	Nov 2019-Oct 2021
Faculty, Hospitality, Food Studies & Applied Business	John Demeulemeester	Nov 2018-Oct 2020
		Nov 2020-Oct 2022
Faculty, Student Success	Nona Coles	Nov 2018-Oct 2020
	Blair McLean	Nov 2020-Oct 2022
Faculty, College-at-Large	Shawna Broekhuizen	Nov 2019-Jan 2020
	Julie Gilbert	Mar 2020-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2019-Oct 2021
Faculty, Library & Learning Centre	Todd Rowlatt	Nov 2019-Oct 2021
Registrar	Dave McMullen	Jan 2020-Dec 2020
Dean, School of Health Sciences	Jo-Ellen Zakoor	Jan 2020-Dec 2020
Dean, School of Trades, Technology & Design	Brett Griffiths	Jan 2020-Dec 2020
Vice President, Academic & Research	David Wells	Jan 2020-Dec 2020
Broadway/ Annacis Island Campus	Lisa Hunter	Mar 2020-Oct 2020
	Julia Skye Summers	Nov 2020-Oct 2021
Broadway/ Annacis Island Campus	Marcus Ng	Mar 2020-Oct 2020
		Nov 2020-Oct 2021
Downtown Campus	Sukhmanjot Singh	Mar 2020-Oct 2020
	Natasha	Nov 2020-Oct 2021
Downtown Campus	Jessica Yeung	Mar 2020-Oct 2020
	Vacant	Nov 2020-Oct 2021
Support Staff, College-at-Large	Ali Oliver	Mar 2020-Oct 2021
Support Staff, College-at-Large	Shane McGowan	Mar 2020-Oct 2021
VCC President & CEO	Ajay Patel	Ex officio

EDUCATION COUNCIL ELECTIONS
Education Council had its elections for this year at its December 2019 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2020:
- Chair of Education Council: Elle Ting
- Vice-Chair of Education Council: Andrew Candela
- EDCO Executive Members: Natasha Mandryk and Lucy Griffith
- Chair of Appeals Oversight Committee: Lucy Griffith
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Andrew Candela
- Chair of Education Quality Committee: Todd Rowlatt

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

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

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

STANDING COMMITTEES

CURRICULUM COMMITTEE
Chair: Todd Rowlatt
Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.
The committee met with consultants Robert Daum and Lindsay Heller to discuss Indigenizing curriculum, and plans to work on incorporating Indigenization and EDI considerations into its resources for curriculum developers and reviewers.

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

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

Approved by Curriculum Committee:

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

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

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

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

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

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

Approved by Education Council and/or Board of Governors:

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

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

- Provisional process for curriculum changes necessitated by the pandemic (Appendix B)

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

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

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

Suspended Programs:
- Renal Dialysis Technician Short Certificate

Discontinued Programs:
- Interior Design Certificate

Changes by School:

School of Arts & Sciences

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

Deactivated Courses:
ACED 0701 Assessment & Career Options
ACED 0706 Effective Communication

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

Centre for Continuing Studies

New Courses:

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

ITOP 2202 Networking with Cisco Technologies
ITOP 2203 Wireless Technology Networks
ITOP 2204 Computing Security Architecture
ITOP 2205 Infrastructure Project
ITOP 2306 Virtualization and Cloud Computing
ITOP 2307 ITIL Foundation
ITOP 2308 Enterprise Messaging and Collaboration Services
ITOP 2309 Data Communications and Networks
ITOP 2310 Industry Capstone Project
ITOP 2403 Introduction to Network Optimized Monitoring
ITOP 2411 Advanced Network Systems
ITOP 2412 Computer Forensics for the First Responder
ITOP 2413 Network Optimized Monitoring
ITOP 2414 Encryption, Public Key Infrastructure Architecture & Administration
ITOP 2415 Hands-on Network Exploits, Vulnerabilities and Penetration Testing

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

- Updates to the Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate program content guides to include a term structure

School of Health Sciences

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

Deactivated Courses:

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

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

School of Hospitality, Food Studies & Applied Business

New Courses:

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

Deactivated Courses:

OADM 1101 Speed & Accuracy 1	OADM 1200 Speed and Accuracy 2
OADM 1120 Business Communications 1	OADM 1223 Basic Bookkeeping
OADM 1121 Human Relations	OADM 1226 Office Procedures
OADM 1122 Introduction to Computers & Word	OADM 1228 Office Simulation
OADM 1125 Spreadsheets (Excel)	OADM 1233 Computerized Accounting
OADM 1130 Business Communications 2	OADM 1238 Work Experience
OADM 1132 Intermediate Word & PowerPoint	OADM 1240 Electronic Transcription
OADM 1142 Document Formatting	OADM 1252 Database & Office Integration

- Revisions to the Professional Cook 1 Certificate (EAL Cohort) program, including updates to courses CULI 1182 and CULI 1183, and revisions to course ELSK 1018 English for Culinary Arts 1
- Update to the Business and Project Management Post Degree Diploma program content guide
- Program content guide for the new Accounting Diploma and nine (9) new courses
- Program content guide for the new Marketing Technology Diploma, one (1) revised and seven (7) new courses
- Revisions to the Administrative Professional Certificate program content guide and program name (removing "International")

School of Instructor Education

New Courses

EDUC 4250 Foundations of Online Teaching and Learning

EDUC 4251 Developing and Designing Online Learning

EDUC 4252 Facilitation of Online Learning

TESO 1246 Foundations of TESOL in Adult Learning Environments 1

TESO 1247 Teaching Grammar and Vocabulary in EAL Contexts 1

TESO 1248 Teaching Reading and Writing in EAL Contexts

TESO 1249 Teaching Listening, Speaking & Pronunciation in EAL Contexts

TESO 1251 TESOL Practicum 1

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

School of Trades, Technology & Design

New Courses:

ACAP 2002 Auto Body and Collision Technician Level 2

ACAP 2003 Auto Body and Collision Technician Level 2 (E-pprentice)

ACAP 3002 Auto Body and Collision Technician Level 3

ACAP 3003 Auto Body and Collision Technician Level 3 (E-pprentice)

ACAP 4002 Auto Body and Collision Technician Level 4

ACAP 4003 Auto Body and Collision Technician Level 4 (E-pprentice)

ACRF 1100 Occupational Safety

ACRF 1110 Industry Readiness

ACRF 1120 Construction and Components

ACRF 1130 Tools, Equipment and Maintenance

ACRF 1140 Welding, Heating and Cutting Steel

ACRF 1150 Metal Panels and Components

ACRF 1160 Plastic Panels and Components

ACRF 1170 Organize, Document and Communicate

ACRF 1180 Refinish Preparation

ACRF 1185 Refinish Application

ACRF 1190 Interior and Exterior Detailing

ACRF 2100 Occupational Safety (E-pprentice)

ACRF 2115 Shop Experience (E-pprentice)

ACRF 2120 Construction and Components (E-pprentice)

ACRF 2130 Tools and Equipment (E-pprentice)

ACRF 2140 Welding, Heating and Cutting Steel (E-pprentice)

ACRF 2150 Metal Panels and Components (E-pprentice)

ACRF 2160 Plastic Panels and Components (E-pprentice)

ACRF 2170 Organize, Document and Communicate (E-pprentice)

ACRF 2180 Refinish Preparation (E-pprentice)

ACRF 2185 Refinish Application (E-pprentice)

ACRF 2190 Interior and Exterior Detailing (E-pprentice)

ACRP 1101 Automotive Collision and Refinish Common Core Apprentice Level 1

ACRP 1102 Automotive Collision and Refinish Common Core Apprentice L-1 (E-pprentice)
APAP 2002 Automotive Refinishing Technician Level 2
APAP 2003 Automotive Refinishing Technician Level 2 (E-pprentice)
DRFT 1256 Plumbing Systems for Buildings
DRFT 1257 Electrical Systems for Buildings
DRFT 1258 Utility Data and Setting-Up Projects
DRFT 1259 HVAC Systems for Buildings
DRFT 1260 Fire Suppression and Sprinkler Systems for Buildings
DRFT 1261 Process Flow Diagrams and Tank/Pump Box Fabrication
DRFT 1262 Pipe Components: Pipe, Fittings, Valves, Supports and Pumps
DRFT 1263 Piping and Instrumentation Diagrams & Specifications
DRFT 1264 Plant and Equipment Layout
DRFT 1265 Process and Utility Piping Layout
DRFT 1266 Piping Fabrication Isometrics
DRFT 1332 Professional Preparation
DRFT 1362 BIM Basic for Mechanical
DRFT 1363 BIM Project for MEP
DRFT 1364 MEP for Pipe Fabrication
DRFT 1365 Piping BIM Project & Specification Setup
DRFT 1366 3D BIM Pipe, Structure, and Equipment Modeling
DRFT 1367 3D BIM Creating Orthographics, Isometrics, and Bills of Material
DRFT 1394 Industrial Building Modeling
DRFT 1395 Mechanical Equipment Modeling and Layout
DRFT 1396 Piping Systems Modeling and Layout
DRFT 2256 Diploma Plumbing Systems for Buildings
DRFT 2257 Diploma Electrical Systems for Buildings
DRFT 2258 Diploma Utility Data and Setting-Up Projects
DRFT 2259 Diploma HVAC Systems for Buildings
DRFT 2260 Diploma Fire Suppression and Sprinkler Systems for Buildings
DRFT 2261 Diploma Process Flow Diagrams and Tank/Pump Box Fabrication

DRFT 2262 Diploma Pipe Components: Pipe, Fittings, Valves, Supports and Pumps
DRFT 2263 Diploma Piping and Instrumentation Diagrams & Specifications
DRFT 2264 Diploma Plant and Equipment Layout
DRFT 2265 Diploma Process and Utility Piping Layout
DRFT 2266 Diploma Piping Fabrication Isometrics
ESTH 1501 Nail Foundations
ESTH 1502 Artificial Nails
JADE 1120 Metal Techniques 1: Foundations of Goldsmithing
JADE 1121 Drawing 1
JADE 1122 History and Culture of Jewellery 1
JADE 1123 Metal Techniques 2: Wax Modeling and Casting
JADE 1124 Gemstone Settings 1
JADE 1125 Design 1
JADE 1126 Practical Gemmology 1
JADE 1127 Year One Capstone Project
JADE 2220 Metal Techniques 3: Advanced Fabrication
JADE 2221 Gemstone Settings 2
JADE 2222 Drawing 2
JADE 2223 Practical Gemmology 2
JADE 2224 Digital Jewellery Design 1
JADE 2225 Metal Techniques 4: Specialized Jewellery Processes
JADE 2226 Gemstone Settings 3
JADE 2227 Design 2
JADE 2228 Digital Jewellery Design 2
JADE 2229 Business Practices for Jewellers
JADE 2230 Diploma Project
VCDP 1133 Design Thinking
VCDP 1253 Video Production 1
VCDP 1283 Wordpress 1
VCDP 1292 Guided Design Exploration
VCDP 1293 Mini-Portfolio
VCDP 2312 Digital Image 2
VCDP 2325 Studio 1: Fundamentals
VCDP 2445 Video Production 2
VCDP 2455 Studio 2: Special Topics
VCDP 2465 Studio 3: Specialization
VCDP 2495 Collaborative Capstone

Deactivated Courses:

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

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

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

MEETINGS

Curriculum Committee met on the third Tuesday of each month, except in July.

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

MEMBERSHIP

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

EDUCATION POLICY COMMITTEE

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

In 2020, Education Policy Committee reviewed seven policies and recommended four policies to Education Council.

Approved by Education Council and/or Board of Governors:

C.1.1 Grading, Progression, and Withdrawal

C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education); approved by Board February 10, 2021)

C.3.13 Academic Year (formerly Academic Schedule)

C.3.15 Academic Schedule (formerly Academic Timetable and Room Booking)

C.3.5 Education Service Contract (formerly Programs Offered Under Service Contract; approved by Board March 31, 2021)

D.4.3 Student Non-Academic Conduct (formerly Student Code of Conduct (Non-Educational Matters); approved by Board May 27, 2021)

D.4.5 Academic Integrity (formerly Student Educational Conduct; approved by Education Council April 13, 2021)

In Governance Review:

D.4.2 Student Complaints (About Instruction, College Services and Employees) (formerly Student Grievance)

MEETINGS

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

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

MEMBERSHIP

Alison Woods, Faculty, Arts & Sciences

Amber Ariss, Faculty, Health Sciences (from October 2020)

Andrew Candela, Faculty, Arts & Sciences (to August 2020)

Blair McLean, Faculty, Student Success

Bonnie Chan, Associate Registrar (from November 2020)

Celine Huang, Manager, International Education (from March 2020)

Cheryl Howrigan, Faculty, Arts & Sciences

Clayton Munro, Dean, Indigenous Initiatives (to July 2020)

David Wells, Vice President, Academic & Research

Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Elle Ting, Chair, Education Council (ex officio)

Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (to July 2020)

Helen Roberts, Faculty, Hospitality, Food Studies & Applied Business (to July 2020)

John Lewis, Faculty, Hospitality, Food Studies & Applied Business (from September 2020)

Karen Brooke, Faculty, Instructor Education

Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies

Ken Morrison, Faculty, Music, Dance & Design

Kevin Marcoux, Faculty, Transportation Trades

Kristina Oldenburg, Faculty, Library & Learning Centre

Les Apouchtine, Associate Registrar (to October 2020)

Lindsay Tiemer, Associate Registrar, International Education (to February 2020)
Lucy Griffith, Faculty, Centre for Teaching, Learning & Research (from August 2020)
Natasha Mandryk, Faculty, Arts & Sciences (from September 2020)
Nicole Degagne, Coordinator, Curriculum & Policy
Phoebe Patigdas, Student Representative
Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)
Sheetal Donaldson, Faculty, Health Sciences (to September 2020)
Sheri Wiwchar, Student Success (designate)
Tanny Marks, Arbiter of Student Issues (ex officio)
Vacant, Support Staff

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

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

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

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

MEMBERSHIP
Andrew Candela, Faculty, Arts & Sciences (to August 2020)
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
Azeez Alabdulhassan, Assistant Registrar (from August 2020)
Celine Huang, Manager, International Education (from August 2020)
Clayton Munro, Dean, Indigenous Initiatives (June–July 2020)
Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
Elle Ting, Chair, Education Council (ex officio)
Heidi Parisotto, Faculty, Health Sciences
Janet Theny, Faculty, Arts & Sciences
Karima Samnani, Associate Registrar, Continuing Studies (June–October 2020)
Lucy Griffith, Faculty, Centre for Teaching, Learning & Research
Matt Stevenson, Program Coordinator, Continuing Studies (to March 2020)
Melinda Schram, Assistant Registrar (to July 2020)
Nona Coles, Student Success (designate)
Phoebe Patigdas, Student Representative
Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)

Shane McGowan, Support Staff (from June 2020)
Tanny Marks, Arbiter of Student Issues (ex officio)

EDUCATION QUALITY COMMITTEE
Chair: Todd Rowlatt
The Education Quality Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.
In 2020, the committee formed a working group to conduct a gap analysis between accreditation processes and program renewals, a recommendation arising from the Quality Assurance Process Audit (QAPA) process.

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

Funded projects were:
1. Leadership Suite of Programs–program revisions
2. IT Operations Professional–completion
3. Business & Technical Writing–online transition
4. Upskilling Micro-Credentials
5. Counselling Skills–online transition
6. TESOL–program redesign
7. School of Instructor Education–development of electives for Teaching Online Certificate
8. Auto Collision Repair & Refinishing–national harmonization
9. New Mechanical Technician Certificate
10. CAD & BIM Technologies–DRFT 1290 & DRFT 1294 update
11. Advanced Esthetics Training
12. Nail Technology Program
13. Jewellery Art & Design–redesign, phase 2
14. Professional Cook Level 2 through Asian Culinary
15. Basic Fermentation

16. Adapting an Open Education Resource (OER) for MGMT 1004
17. Medical Office Assistant Renewal–E-Communication and Medical Billing courses
18. Culinary Arts, Professional Cook 1 &2–online development
19. Baking and Pastry Arts–online development
20. Certified Dental Assisting (CDA) Onsite–curriculum revision and student-centred delivery
21. Dental Hygiene–curriculum revisions to align with provincial and national standards
22. Dental Reception Coordinator–curriculum revision and implementation of program renewal findings
23. Dental Technology Sciences–alignment with new 2020 National Essential Competencies for Dental Technicians and online/blended course initiative
24. ESL Health Care Assistant (HCA) Program–curriculum revisions
25. Health Unit Coordinator (HUC)–program renewal
26. Pharmacy Technician Program–new accreditation standards
27. Medical Laboratory Assistant–transition to online/blended model
28. Math 0300–transition to blended course
29. College and Career Access & ABE Youth courses–online, blended, and flipped-classroom development
30. Department for Deaf and Hard of Hearing (DHH)–curriculum development
31. ESL Pathways–curriculum remapping
32. Associate of Science–second-year math course development
33. NURS 1602–transition to blended format
34. SCIE 1110 Professional Communication – transition to online format

MEETINGS

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

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

MEMBERSHIP

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

Todd Rowlatt, Faculty, Library, Teaching & Learning Services
Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 1, 2021

APPENDIX A

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

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

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

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

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

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

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 8, 2020

APPENDIX B

VANCOUVER
COMMUNITY
COLLEGE

DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2020

ISSUE: Curriculum Changes during the COVID-19 Pandemic

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

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

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

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

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[1] Hill, Phil. "Revised Outlook for Higher Ed's Online Response to COVID-19." *Phil on Ed Tech*. 31 Mar. 2020. https://philonedtech.com/revised-outlook-for-higher-eds-online-response-to-covid-19/. Accessed 8 Apr. 2020.

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

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

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

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

substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

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

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

DATE: April 30, 2020