



Vancouver Community College Education Council
 Meeting Agenda
 October 10, 2023
 3:30–5:30 p.m. Videoconference
<https://vcc.zoom.us/j/62769182855>

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		N. Mandryk			
2. ACKNOWLEDGEMENT		S. Kay			
3. ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1–2
4. APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	3–8
5. ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6. BUSINESS ARISING					
a. Academic Planning Engagement	Info	D. Wells	15 min		
b. Program Suspension: VR/AR Design and Development Diploma	Approval	S. Lew, M. Chiarello, J. Kelly	10 min	✓	9–10
c. Provisional Approval of New Programs Committee & Process	Approval	T. Rowlatt	10 min	✓	11–15
d. Work-Integrated Learning (WIL) Definitions	Approval	T. Rowlatt, R. Warick	10 min	✓	16–87
e. IELTS One Skill Retake Test for English Language Proficiency	Info	D. McMullen	10 min	✓	88–89
f. Concept Paper: Clean Energy Technology Diploma	Info	B. Griffiths, L. Griffith, F. Ghesen	10 min	✓	90–99
g. Benefits of Program-Level Standardization in Moodle	Info	H. Parisotto, V. Williams,	20 min		
h. EdCo Elections & New Member Orientation	Info	N. Mandryk	2 min		
i. EdCo Planning Day	Info	N. Mandryk	2 min		
j. EdCo Planning Calendar	Info	N. Mandryk	2 min	✓	100
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. Program Update: Certified Dental Assisting Certificate	Approval	L. L. Yan	10 min	✓	101–173

Topic	Action	Speaker	Time	Attachment	Page
b. Policy Committee					
i. D.3.11 Transfer Credit	Info	S. Kay	5 min	✓	174–180
c. Education Quality Committee	Info	T. Rowlatt	5 min		
8. RESEARCH UPDATE	Info	A. Copp	5 min		
9. CHAIR REPORT	Info	N. Mandryk	5 min		
10. STUDENT REPORT	Info	M. Ng	5 min		
11. NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		

Next meeting: November 14, 2023,
3:30–5:30 p.m.

EdCo Planning Day:
December 1, 9:00 a.m.–12:00 p.m.
Lunch: 12:00–1:00 p.m.

Education Policy Committee &
Curriculum Committee Planning
Sessions: 1:00–3:00 p.m.



ATTENDANCE

Education Council Members

Natasha Mandryk (Chair)	David Wells	Marcus Ng
Sarah Kay (Vice-Chair)	Dennis Innes	Shirley Lew
Ali Oliver	Heidi Parisotto	Todd Rowlett
Andy Sellwood	Janita Schappert	
Belinda Kaplan	Louise Dannhauer	

Regrets

Dave McMullen	Emmy Cheung	Vivian Munroe
Derek Sproston	Sonal Singh	

Guests

Astrid Evensen	Jennifer Gossen	Marnie Findlater
Amber Ariss	Jo-Ellen Zakoor	Stefan Nielsen
Dave Stevenson	John Demeulemeester	Tannis Morgan
David Kirk	Kelly Wightman	Taryn Thomson
Emily Simpson	Lucy Griffith	Willy Aroca Aguirre
Feras Ghesen	Marcia Tanaka	
Herbie Atwal	Mark Chiarello	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College’s location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵw̓x̓ wú7mesh (Squamish), and səłilw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.
- D. Kirk, new Dean of Curriculum & Pedagogy, was welcomed.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the September 12, 2023 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the June 13, 2023 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Academic Plan

- The three-year Academic Plan is generally presented to Education Council each year for a recommendation to the Board of Governors. During the upcoming year, the Academic Plan structure will be reviewed and redeveloped in a consultative process. David Wells, Vice President Academic and Research, provided a high-level overview of this dialogue process. As this is a transitional year, no three-year Academic Plan will be presented for approval in 2023.

b) Affiliation Agreements Update

- This item was brought back for discussion following conversations in the spring. Previously, some educational agreements were identified as not being aligned with College approval processes.
- N. Mandryk outlined the different types of educational agreements according to VCC policy C.3.10 Educational Affiliations. The policy outlines governance oversight and approval processes, in alignment with the powers of Education Council and the Board of Governors under the College & Institute Act.
- D. Wells and D. Innes provided an update. A process is underway to compile and review existing agreements. There was a discussion about the status of a particular agreement with a private institution, as well as more generally about all agreements that were put in place without going through the governance process. Work is underway to update some of these agreements. N. Mandryk will follow up with D. Wells and D. Innes regarding timelines around bringing existing agreements through governance.

c) Math Admission Requirements Equivalencies

MOTION: THAT Education Council approve the math equivalencies table for admissions requirements and delegate approval of minor changes and updates to the Registrar.

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

- H. Atwal presented the math admission requirements equivalencies table, which outlines different ways for students to meet math requirements. The table was developed in consultation with various affected departments and the Assessment Centre. The purpose is to provide one single public-facing “source of truth” to create consistency and transparency, as well as streamline how requirements are listed in curriculum documentation. A similar table for English language requirements is already in place.
- The motion for approval was amended to delegate authority for approval of minor changes and updates to the Registrar.

d) Education Council Meeting Schedule 2024

MOTION: THAT Education Council approve the Education Council and Standing Committees meeting schedule for 2024.

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

e) Education Council Elections

- N. Mandryk announced upcoming elections for five faculty, four student and two staff seats on Education Council, as well as a by-election for the vacant Student Success faculty seat. Elections to the Board of Governors are taking place at the same time. Election rules changed this year to remove the distinction between campuses for student seats. Election timeline: nomination period from September 18 to 29; campaign period from October 3 to 6; voting from October 11 to 17. Results will be announced by October 20.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Final Program Approval: Marketing Technology Diploma

MOTION: THAT Education Council provide final approval for the Marketing Technology Diploma program, removing the provisionally approved status.

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

- T. Rowlatt presented the proposal to remove the provisionally approved status from the Marketing Technology Diploma. The program launched in tandem with the Accounting Diploma, and the first cohorts graduated in May 2023. Larger revisions are planned for the Accounting Diploma, and the Provisional Approval of New Programs Committee will remain in place through the curriculum development process for this program.
- The department noted challenges recruiting Indigenous entrepreneurs to teach the Indigenous Business in Canada course. The department head has reached out to the Dean, Indigenous Initiatives, for support.

ii) Course Update: MTSK 0877 Mathematics Skills 11

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the course MTSK 0877 Mathematics Skills 11.

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

- T. Rowlatt presented updates to course MTSK 0877, mostly to populate missing information in the course outline. This self-paced math course is intended for students who have completed Math 11 but need to refresh some skills before taking Pre-calculus 12. Curriculum Committee requested minor edits, which were completed.

iii) Program Update: Trades Program Updates: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma, Architectural Technician Certificate, Civil/Structural Technician Certificate, Mechanical Drafting Technician Certificate, Steel Construction Modelling Technician Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to five program content guides in CAD & BIM Technologies; 23 revised courses; and 37 new course outlines.

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

- K. Wightman presented the proposal to restructure multiple credentials in the CAD & BIM Technologies area following program renewal. This first step in a multi-year project focused on aligning hours and credits with VCC policy, moving to a standard term structure, and consolidating short courses to simplify sequencing. Minor updates were made to courses, but learning outcomes essentially remained the same. Edits requested by Curriculum Committee, including changes to course names, were completed.

iv) Program Update: Hospitality Management Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Hospitality Management Diploma program.

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

- W. Aroca Aguirre presented the proposal to remove the math requirement, as Math 11 did not prepare students for the type of mathematics skills required in the industry. Instead, more relevant mathematics content was added to courses in the program. Curriculum Committee discussed concerns

around potential impacts on student success. The department will monitor student outcomes and make adjustments if necessary. ⁶

v) Program Update: Bachelor of Hospitality Management

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Bachelor of Hospitality Management program, including 12 revised courses and 8 new courses, and recommend the Board of Governors implement the significantly revised program.

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

- W. Aroca Aguirre presented significant program revisions to the Bachelor of Hospitality Management. The department worked on the curriculum during an intensive “curriculum design sprint” and incorporated recommendations from the program renewal. New content was added relating to global tourism, human resources, business law, entrepreneurship, event management and capital and asset management.
- Curriculum Committee made two key recommendations: connecting with D. Kirk and C. Little around Indigenization and decolonization; and reviewing the research methods and capstone courses to distribute content more evenly. The department is working on both recommendations and may bring further course changes through governance at a later time.

vi) New American Sign Language Foundations for DHH Courses: DHHE 0611, 0612, 0613

MOTION: THAT Education Council approve, in the form presented at this meeting, three new courses: DHHE 0611 ASL Foundations for DHH 1, DHHE 0612 ASL Foundations for DHH 2, and DHHE 0613 ASL Foundations for DHH 3.

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

- A. Evensen presented three new American Sign Language (ASL) Foundations courses for Deaf and hard of hearing students. The courses build on each other, and students are placed according to their existing ASL skills.
- Curriculum Committee requested only minor edits to course names and pre-requisites; these changes were completed.

vii) Program Update & New Program: Deaf and Hard of Hearing Essential Employment Certificate (EESC) & New Deaf and Hard of Hearing Employment Skills Advantage Short Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Deaf and Hard of Hearing Essential Employment Skills Certificate (EESC) program content guide, including a program name change, the program content guide for the new Deaf and Hard of Hearing Employment Skills Advantage Short Certificate, and 14 new courses; and recommend the Board of Governors approve the new credential and the implementation of both programs.

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

- M. Tanaka presented significant revisions to the 10-month Deaf and Hard of Hearing Essential Employment Certificate (EESC) arising from the program renewal, including a program name change (formerly Job Readiness). The content was updated to align with current work practices. Students with prior work experience or graduates of the previous Job Readiness program (or similar) can choose to complete only the last two months (four courses) and obtain the new Deaf and Hard of Hearing Employment Skills Advantage Short Certificate credential. The short certificate was designed to meet demand for refresher training and support for those already in the workforce.
- Curriculum Committee suggested the department connect with Indigenous Education and Community Engagement around Indigenization and decolonization.

viii) Program Update: Dental Hygiene Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Dental Hygiene Diploma program and 24 new course outlines; and recommend the Board of Governors approve the implementation of this significantly revised program.

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

- A. Ariss presented the proposal for significant revisions, incorporating revised Entry-to-Practice Canadian Competencies for Dental Hygienists and aligning the program length, hours, and credits with similar programs. The number of credits was reduced from over 120 to 79. Prior Learning Assessment and Recognition (PLAR) and opportunities for transfer credit were included as part of these revisions.
- The Registrar's Office requested adjustments to progression grades and language around progression, graduation and reinsertion; these changes have been completed.

ix) Program: Automotive Parts and Service Technology

MOTION: THAT Education Council provisionally approve, in the form presented at this meeting, the new program content guide for the Automotive Parts and Service Technology Diploma program, including 20 new courses; and recommend the Board of Governors approve the credential and program implementation.

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

- F. Ghesen presented the proposal for this new program, which will be the only two-year diploma of its kind in BC (BCIT offers one course, and KPU a one-year program). The first year of the program is mapped to SkilledTradesBC outcomes. Some curriculum adjustments were made based on Curriculum Committee feedback, including offering prior learning assessment and recognition (PLAR) for those with experience in the industry.
- T. Rowlatt added that some course learning outcomes were adjusted based on Curriculum Committee feedback. The committee also encouraged development of more specific and authentic evaluation plans for courses once instructors are hired. There were some concerns around the level of communications, as the program is geared towards international students. The Trades Success Centre can provide some support to students.
- The School requested provisional approval for this program, for which a new department will be established. The Provisional Approval of New Programs Committee provides support during the first run of a program and has the authority to approve minor curriculum adjustments.

b) Policy Committee

i) Edit to Procedures C.1.3 Granting of Credentials

- Education Policy Committee has the authority to approve changes to procedures, provided they do not conflict with policy principles. S. Kay presented an addition to C.1.3 Granting of Credentials procedures related to graduates wearing traditional or ancestral regalia or recognized objects of cultural significance at convocation. The Board of Governors had requested the College embed this current practice in official policy language.

ii) Edit to Procedures D.1.4. Curriculum/Educational/ Institutional Material Created within the College

- The committee approved edits to procedures D.1.4. Curriculum/Educational/ Institutional Material Created within the College. During the policy revision in 2019, oversight of copyright agreements was moved from the Executive Director, Finance and Chief Financial Officer (CFO) to the Dean, Library, Teaching and Learning Services. The committee approved returning authority to the CFO (or delegate), in alignment with the process for royalty agreements in the Purchasing policy. Minor edits were made to language around record-keeping.

c) Education Quality Committee (EQC)

- There were no meetings over the summer. The committee will meet next week and work on next steps identified in EQC's recent Annual Program Review Summary Report to EdCo.

8. CHAIR REPORT

- N. Mandryk reported on the Academic Governance Council's first meeting after a longer hiatus on June 21. The council is made up of EdCo chairs and vice-chairs from institutions across B.C. Topics of interest included micro-credentials, Indigenous representation on Education Councils, and policy writing and review. The next meeting is planned for November.
- The Registrar's Office added online options for the TOEFL and IELTS English tests to VCC's English Language Proficiency page. Previously, VCC accepted only results from the in-person versions of these tests.
- The September 2023 intake for the Medical Transcription and Documentation Editing Certificate was cancelled due to low enrolment. The program was recently significantly revised. Cancellation of the single intake for this program raised questions related to policy C.3.3 Suspension and/or Discontinuance of Programs that warrant further discussion.
- The Board of Governors met on June 28.
 - The Board received the ministry's 2023/24 [mandate letter](#).
 - The only item brought forward from EdCo was the suspension of the ABE Graduation Program and ABE Intermediate Program Certificates. These program content guides were replaced with course content guides to reflect the course-based nature of these offerings.
 - The Board received a VCCFA report, which outlined increased spending on administration at VCC and called for a freeze on faculty lay-offs. The Board noted that these were operational matters. T. Thomson reiterated the VCCFA's position against lay-offs at the Education Council meeting.

9. STUDENT REPORT

- M. Ng reported on the Students' Union's Welcome Days activities. Elections for the SUVCC Board of Directors are underway.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will take place on October 10, 2023, 3:30–5:30 p.m.
- The meeting was adjourned at 5:11 p.m.

Natasha Mandryk,
Chair, VCC Education Council



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 28, 2023

ISSUE: Recommendation for Suspension of VR/AR Design and Development Program

BACKGROUND:

The Virtual Reality/Augmented Reality (VR/AR) Design and Development Diploma is a joint educational offering with the Vancouver Film School (VFS). A memorandum of understanding with VFS was executed in March 2019, followed by an affiliation agreement in 2020. Students complete foundational courses at VCC, VR/AR courses at VFS, then an extended Practicum at VCC. VCC is the credential granting institution.

The program was expected to generate 31 domestic registrations and three international registrations from one annual intake.

DISCUSSION:

In terms of registrations, VCC has never achieved its goal of 34. Registrations (actuals) for the last four years has averaged 4.25 students:

- 2024/25 – Registrations 2 (Projected)
- 2023/24 - Registrations 4
- 2022/23 - Registrations 6
- 2021/22 – Registrations 4
- 2020/21 – Registrations 3

There have been significant challenges in marketing and recruiting for this program. For instance, VCC International has confirmed that this program is not appealing to international students: it is costly and, more importantly, the program does not provide the two-year work permit as the time at VFS cannot be included in the permit application. Furthermore, prerequisites such as Precalculus 12 have also proved to be a barrier.

In terms of domestic recruitment, students are able to register for the VFS two-term program, saving them the additional eight months at VCC, one term of which requires payment for 19 credits of tuition for a workplace practicum.

Please note: The department has voted 10-4 in favour of suspending the program. While not unanimous, a strong majority of the department is in favour of program suspension.

RECOMMENDATION:

That Education Council recommend the Board of Governors suspend the VR/AR Design and Development Program.

PREPARED BY:

Jennifer Kelly, Department Head, UT/CF Science
Mark Chiarello, Associate Director, Arts and Sciences
Shirley Lew, Dean, Arts & Sciences



DECISION NOTE

PREPARED FOR:	Education Council
DATE:	October 10, 2023
ISSUE:	Permanent Approval of Provisional Approval Process for New Programs

BACKGROUND:

In May 2019, Education Council approved a pilot for a provisional approval process for new programs, including Terms of Reference for a Provisional Approval of New Programs Committee as an Ad Hoc Committee of Education Council, to be reviewed after two years.

The purpose of the process is to provide support and guidance during the first run of a new program, as well as the opportunity to make minor adjustments to curriculum during this time through a simplified approval process.

Since establishment of the process, five programs have been provisionally approved:

- Electronics Repair Technology Diploma
- Accounting Diploma & Marketing Technology Diploma
- Optician Diploma
- Automotive Parts and Service Technology Diploma

DISCUSSION:

Committee meetings with department representatives have provided opportunities for rich discussions about various aspects of program delivery, both challenges and successes, including student experience and outcomes, student and instructor feedback, and curriculum adjustments.

Implementation of the currently provisionally approved programs generally included creation of new departments and hiring of new department heads. Having the guidance of the committee has also proven valuable in supporting department heads moving into their new role and connecting them with resources and departments across the College.

The work of the committee generally concludes after the completion of the first run of a new program, with final program approval by Education Council. Some departments are planning major new curriculum development or redesign, and it was agreed to keep committees in place for these programs to continue providing support during this process.

Feedback on the process by participants has been positive, and the proposal is to make this pilot permanent. While the original intent was to create a standing committee of Education Council, this structure would not be suitable, since each committee consists of different members. The proposal is therefore to make the provisional approval process permanent and establish ad hoc committees as required.

Provisional approval will remain optional for new (or significantly revised) programs.

RECOMMENDATION:

THAT Education Council approve the provisional approval of new programs process on a permanent basis.

THAT Education Council approve the revised Provisional Approval of New Programs Committee Terms of Reference.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 27, 2023

Provisional Approval of New Programs Committee of Education Council Terms of Reference

Approved by Education Council: May 2019; revised July 2020

DRAFT September 2023

- Committee name:** Provisional Approval of New Programs Committee
- Type:** Ad Hoc Committee of Education Council, ~~to be reviewed after two years for consideration as a standing committee~~
- Chairperson:** Chair of Curriculum Committee
- Responsible To:** Education Council
- Purpose:** To provide new programs with the opportunity for support and guidance while implementing a new program, and to refine their curriculum and delivery approaches over the first year(s) of their program. It is an adaptive, continuous improvement model of curriculum review that requires active and ongoing reflection by instructors and department ~~heads~~ leads.

New programs (or significantly revised ones) have the option to take provisional approval of their new curriculum, with Education Council's agreement.

Provisional approval provides an opportunity for making some adjustments to curriculum during the first two years (or the length of the first complete offering of the program), and for program faculty to meet quarterly to review the program, and then report to a small committee.

It is a hands-on, eyes-on process. It allows programs to more quickly make changes to their curriculum, but monitored through reporting and regular reviews.

- Duties:** The Department will:
1. Meet after each term (or other natural check-in point) and at the end of the program, and review elements such as: student success, assessments, sequencing, gaps, student profile, student and faculty feedback, teaching materials, and additional supports needed. This meeting will involve at a minimum all instructors teaching in the program, the department ~~leader~~ head, the Dean, Instructional Associates who have worked on the program, and any program assistants working with the program. Members from Institutional Research and any curriculum developers who worked on the initial program design are invited, as appropriate.
 2. ~~Complete all required~~ Send representatives to meet with the Provisional Approval Committee and provide written or verbal

reports, ~~and send them to the Provisional Approval Committee, and send representatives to meet with the committee.~~

3. Identify gaps in their program (curriculum or other issues) and develop plans to fill those gaps.

The Committee will:

1. Meet with the program representatives after each term (or other natural check-in point) and review the current state of the program.
2. Review and approve changes to the curriculum for courses for subsequent terms (if those changes do not in any way disadvantage the current group of students and do not jeopardize the integrity of the program). Examples of changes are adjustments to the evaluation plans, topics, or course sequence.
3. At the end of the review period, ~~review and approve changes to the curriculum moving forward, and~~ provide advice to Education Council on the provisional status of the program. At this point, final program approval would be the desired outcome.

Authority:

Education Council grants the Committee the ability to approve changes to curriculum given the status of Provisionally Approved without the curriculum being reviewed by Curriculum Committee or Education Council prior to implementation.

When the program comes forward for final approval, ~~any further curriculum changes—it~~ will go through the standard process of Curriculum Committee and Education Council review and approval.

Timeframes and Reporting:

The Committee meets between terms, or as needed based on the schedule of new programs under review, and reports to Education Council at the meeting following the Committee's meetings.

Membership:

The Committee is composed of the following members:

1. Curriculum Committee Chair as Chair of the Committee
2. Vice President, Academic & Research
3. One (1) Curriculum Committee member selected by Curriculum Committee
4. Two (2) members of Education Quality Committee, selected by the Education Quality Committee
5. Associate Registrar, appointed by the Registrar
- 5-6. Other members may be added as appropriate.

Any member of the Committee who works as an instructor, staff member, or administrator of a new program under discussion will recuse themselves as a member of the Committee but can participate in discussions as a member of the program department.

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- Length of Term:** All terms will be two (2) years, renewable.
- Quorum:** The quorum shall be three (3) members.
- Other Resources:** The Education Council Recording Secretary provides support as needed. This person is responsible for collecting submissions, preparing and distributing documents, agendas, and notes, and providing organizational support for meetings.
- Notes:** Notes are taken at all committee meetings.
- Communication with Council:** Other business arising from the Provisional Approval of New Programs Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Provisional Approval of New Programs Committee Chair presents any required actions in the form of a motion to Education Council. Information will be reported to Curriculum Committee and Education Council throughout the provisional approval period as appropriate.

DRAFT



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 10, 2023

ISSUE: Shared definitions of work-integrated learning (WIL)

BACKGROUND:

Rachel Warick, Program Coordinator in the Partnership Development Office, has been leading the development of VCC's [CareerLab](#), a special project to develop career support services for students. As part of her work, she conducted an environmental scan of *work-integrated learning (WIL)* at VCC.

Ms. Warick reports that definitions of WIL have evolved in recent years, with increasing standardization nationally and provincially, driven by the work of [Co-operative Education and Work-Integrated Learning Canada \(CEWIL Canada\)](#). One of the gaps at VCC identified by Ms. Warick's work is a lack of definitions surrounding WIL. In her environmental scan (see Appendix A), Ms. Warick states that "a shared definition of experiential learning (EL), WIL and WIL types at VCC is necessary to identify, align, evaluate and expand WIL across the institution, and to underrepresented groups in particular" (3).

Ms. Warick presented to Curriculum Committee in January 2023 and made a recommendation that Education Council work with the Registrar's Office and the Centre for Teaching, Learning and Research to establish definitions of WIL and WIL types to guide future curriculum development. A small working group consisting of Todd Rowlett, Chair of Curriculum Committee, Michael Yue, Director of the Partnership Development Office, Marnie Findlater, Assistant Registrar Records and Systems, Dawn Cunningham-Hall, Assistant Registrar Curriculum and Calendar, Nicole Degagne, Curriculum, Policy and Contracts Coordinator, Francesco Barillaro, Instructor Associate, and Ms. Warick met to propose these definitions to guide future development of WIL at the College.

DISCUSSION:

CEWIL Canada provides the following definition of WIL:

Work-integrated learning is a form of curricular experiential education that formally integrates a student's academic studies with **quality experiences within a workplace or practice setting**. WIL experiences include an **engaged partnership** of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning. *CEWIL. (2021). What is work-integrated learning (WIL)?* <https://cewilcanada.ca/CEWIL/CEWIL/About-Us/Work-Integrated-Learning.aspx>

Critical to the definition of WIL is a partnership that includes a host organization outside of the College. It is an opportunity for students to integrate their learning into a workplace or practice

setting, and, in most cases, be supervised by someone other than a VCC instructor (exceptions include some health clinicals performed at medical facilities supervised by VCC instructors). Activities that students perform on campus, such as working in the salon, auto shop or cafeteria, qualify as *experiential learning* but not as work-integrated learning.

VCC has extensive work-integrated learning built into our programs, but we have not had a firm understanding of the different types of WIL. This is reflected by a level of casualness in how we have named courses that contain WIL (see Appendix B). In particular, the College tends to use the term ‘practicum’ for most WIL experiences, when the standard definition of ‘practicum’ applies only to professions that require mandatory work experience under the supervision of a licensed or regulated professional.

Shared definitions are an important first step that will allow VCC to participate in the national conversation around WIL. For example, CEWIL has developed a national database to search as a central repository of WIL experiences across Canada:

<https://cewilcanada.ca/CEWIL/Resources/National-WIL-Directory.aspx>

RECOMMENDED DEFINITIONS:

These definitions are based on those developed and approved by CEWIL Canada in 2021. Some additional descriptions are added to help situate types of WIL in the VCC context. More information and additional definitions are available at <https://cewilcanada.ca/CEWIL/CEWIL/About-Us/Work-Integrated-Learning.aspx>

Currently, most VCC work-integrated learning would fall into four categories: apprenticeship, internship, practicum/clinical placement/preceptorship, and work experience.

Apprenticeship: Apprenticeship is an agreement between a person (apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journey person in a work environment conducive to learning the tasks, activities, and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience. International students are not eligible for apprenticeship programs.

Co-operative Education (co-op alternating and co-op internship models): Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student’s field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length. For international students, it must be mandatory and 50% or less of the total program length.

Internship: Usually one discipline-specific, supervised, structured work term or practice placement. It is typically for academic credit and can be paid or unpaid. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length and are generally four

months long and up to 16 months. For international students, it must be mandatory and 50% or less of the total program length.

Practicum/Clinical Placement/Preceptorship: Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires mandatory practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload. These are most often found in health and other regulated professions; defer to program experts to use terms as established by their regulatory bodies: primarily practicum, clinical placement, or preceptorship. For international students, it must be 50% or less of the total program length. For StudentAid BC eligibility, it can be no more than 20% of the program for practicums and 10% for preceptorships.

Service Learning: Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community. For international students, it must be mandatory and 50% or less of the total program length.

Work Experience: Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals. These are typically shorter than a full semester, less than 420 hours, and unpaid. For international students, it must be mandatory and 50% or less of the total program length.

RECOMMENDATIONS:

The working group recommends Education Council accept these definitions as part of a guiding framework for work-integrated learning at VCC.

In addition, the working group recommends Education Council request additional information and clarification from David Wells, VP Academic and Applied Research, about who within the College will be responsible for supporting the development of WIL moving forward.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 15, 2023

ATTACHMENTS: Appendix A: VCC Work-integrated Learning (WIL) Environmental Scan Report
Appendix B: WIL Course Names - Recommendations

VCC WORK-INTEGRATED LEARNING
(WIL)
Environmental Scan Report

June 2021

Rachel Warick

VCC CareerLAB

Introduction

Work-integrated learning (ie: practicum/work experience) has become a priority for post-secondary institutions, provincial and federal governments, students, and employers as a way to strengthen links between education, student career goals, and rapidly changing labour market demands. In recent years, the Canadian definition of work-integrated learning (**WIL**) has expanded beyond Co-op, to include work experience, mandatory professional practicums/clinical placements, field placement, apprenticeships, service learning, applied research and internships.

The BC Ministry of Advanced Education & Skills Training has prioritized the increase of WIL across the province. In 2019, MAEST provided funding for a 2 year VCC project to foster a more strategic institutional approach to VCC's current WIL activities through:

- the creation of institutional standards & guidelines;
- employer engagement campaigns;
- and the installation of information/workflow management software.

In spring 2020, the VCC CareerLAB, on behalf of the VP Academic, conducted an environmental WIL scan in order to develop a clearer picture of the extent and nature of WIL activity at VCC. The results of that scan are included in this report.

This data sets the baseline for current levels of WIL, and insight into how it is delivered across VCC. This kind of comprehensive information about VCC WIL programming will allow the institution to meet emerging WIL requirements at the provincial and national level and tap into future funding and resource initiatives. This data may also help VCC to make data-informed decisions about WIL programming in general.

VCC has a highly distributed and unconnected WIL delivery system, which is managed by individual program areas that have strong connections in related industries. This scan is not intended to evaluate the learning effectiveness of this distributed system, which evolved in the absence of a central WIL office or career centre. However, this scan is the first step towards the development of more consistent WIL practices that allow for the collection of comprehensive WIL data including the overall number of WIL placements, the numbers of employers or community partners that are engaged in the process, and student employability outcomes.¹

¹ Questions related to this section: Q 1 & 2 (p.15); Q 3 (p.16); Q 15 (p.18); Q 16 (p.20); Q17 (p.22)

Scan Response

28 program areas responded to the scan, representing all 4 schools and Continuing Studies:

- School of Health Sciences (1)
- School of Trades, Tech & Design (11)
- School of Hospitality, Food Studies & Applied Business (10)
- School of Arts & Sciences (2)
- Continuing Studies (4)

Respondents included:

- Department Head (15)
- Instructor (8)
- Program Coordinator (2)
- Practice Education Coord. (1)

VCC WIL Types

Most common terms used to describe WIL at VCC (may not align with WIL types as defined by CEWIL):

- Practicum
- Work Experience
- Field Placement
- Apprenticeship
- Internship

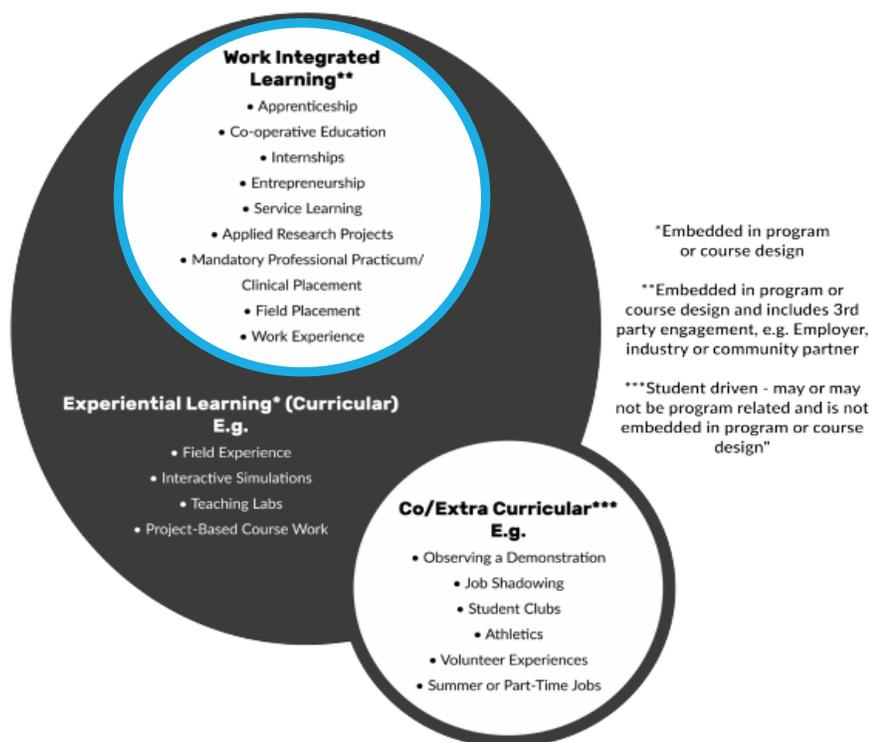
VCC WIL Placements

1007-1900 placements/year
**does not include most health WIL or trades apprenticeships*

Definition of WIL – Experiential Learning Context & VCC Definitions²

A shared definition of experiential learning (EL), WIL and WIL types at VCC is necessary to identify, align, evaluate and expand WIL across the institution, and to underrepresented groups in particular.

This scan relied on the definition of WIL and corresponding WIL types developed by CEWIL Canada (Co-op Education & Work-Integrated Learning Canada). (see Appendix 1) These definitions are also used by the provincial and federal government to define WIL.



CEWIL definition of WIL:

Work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization and a student. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning.

For the purposes of this scan, WIL was defined as the experiential learning (EL) activities that meet the CEWIL definition, *and* includes the student leaving the college to work for an external employer/host organization. Activities such as work in VCC's cafeterias or hair salons, were not considered WIL, for this scan. Instead, the scan framed these activities as those that are experiential learning, within CEWIL's framework, but not technically WIL, as the students are still primarily supervised by instructors rather than a 3rd party employer.

Definition of WIL at VCC

The scan included 2 questions about whether WIL is a part of a program. Both received different responses (60-71% range). **This may indicate that the definition of WIL at VCC is still unclear.** Further work is needed to establish a more accurate baseline of the extent of WIL activity at VCC.

WIL at VCC

60% - 71% of VCC programs include WIL

EL at VCC

Interactive Simulation – 37%
 External Learning Enviros – 18%
 Project-Based Learning – 29%
 Other 11%

² Questions related to WIL definitions: Q 3 (p.16); Q 4 (p.62-63); Q 15 (p.18); Q 16 (p.20)

Career Readiness for WIL (and beyond)³

The scan also explored how students' career readiness is fostered, both in general and in the context of WIL. Respondents were asked the extent to which they assisted students to develop any of the eight career readiness competencies identified by the National Association of Colleges and Employers (NACE)⁴. They were also asked if these competencies were explicitly included in learning outcomes, learning plans for WIL, and evaluation of student learning in WIL.

Career Readiness is the attainment & demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

Competencies

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Global/Intercultural Fluency
- Career Management

Career Readiness competencies do not include how students are taught the industry specific skills they will need to work in a specific field (job readiness). Instead, these competencies are the general career readiness skills that employers, *across sectors and industries*, want all students to have when they join the workplace. Colleges can help students to develop these competencies, even before they get to the workplace, often in the form of preparation for WIL.

Career Readiness at VCC – the case for a shared framework

CareerLAB uses the NACE framework to encourage a made-in-VCC Career Readiness framework that supports thorough, consistent and contemporary career readiness development for students. This type of institutional framework could increase efficiencies in curriculum design, improve attempts at tracking and assessing effectiveness, and provide clarity around learning expectations. For example, many programs have a resume/job search type course (one element of Career Management competency), but each are developed in relative isolation from one another, by non-career development professionals. A clear framework for career readiness competencies also provides a marketing opportunity to encourage employers to host and hire VCC students who are both job ready (employable) and career ready (lifelong employability).

Career Readiness at VCC

Career readiness competencies are addressed in a variety of ways, across all programs, to varying degrees.

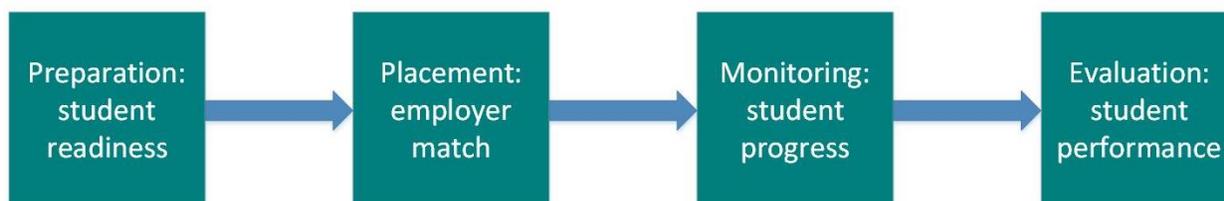
Competencies are most often addressed *implicitly throughout applied programs*. Career Management is *implicitly addressed* the least and *explicitly addressed* only second least to Global/Intercultural Fluency.

³ Questions related to Career Readiness: Q 5-12 (p.17); Q 13 (p. 63); Q 14 (p. 64); Q 25 (p.29); Q 26a & b (p.65); Q 61-62 (p.48); Q 63 (p.49)

⁴ <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

WIL Program Design⁵

For this scan, the VCC Partnership Development Office WIL Guide was used to structure the questions according to these four WIL stages:



These stages align with CEWIL's Quality WIL Indicators,⁶ which are based on the *AAA WIL Quality Framework* (McRae, Pretti, & Church, 2018)⁷ that includes pedagogy, experience, assessment, and reflection as 4 key elements of WIL. Pedagogy and further exploration of WIL at VCC, as it relates to the quality framework, is explored in the companion project, *WIL Instruction @ VCC*.

VCC Placement Length

Placements range from 2-3 weeks full-time (majority) to 14 weeks full-time (1).

WIL Courses

WIL courses are not named consistently (Practicum is most common name used). ¼ of programs with WIL do not have a dedicated WIL course.

WIL Documentation – is there a Manual for your WIL process?

Yes – 67%

No – 33%

A potential resource for future WIL design is the *Outcomes-Based Experiential Learning Framework* developed by Hoessler & Godden (see Appendix 2). This resource describes methods to design WIL starting with stakeholder outcomes expectations (students, employers, educators, community, government, etc.), as well as five design factors for WIL placements, including:

- social & physical context
- length & frequency
- degree of scaffolding
- theory-application sequence

⁵ Questions related to program design: Q 18 (p.23); Q 20 (p.64); Q 21 (p.24); Q 33 (p.34)

⁶ <https://uwaterloo.ca/centre-advancement-co-operative-education/cewil-resource-hub-wil-quality-indicators>

⁷ <https://uwaterloo.ca/centre-advancement-co-operative-education/research-publications/wil-quality-framework>

Risk Management – Equity, Relationships & Contracts⁸

When students leave the college to work for an employer during a WIL activity, each of the three partners (school, student, employer) need to know what is expected of themselves and each other. This clarity helps the student make the most of their experience, helps employers manage their time, and ensures VCC is both able to support the student and maintain high-quality relationships with employers. Clarity about roles and responsibilities is a central component of risk management for WIL.

Paid vs Unpaid Placements: The institution may risk claims of unfair treatment if some students are paid for placements, where others are not, without pedagogical rationale. Standard practice in co-op is to require all students to be paid for their work, although industry expectations, paid placement availability, and expected skill level of students makes unpaid placements common as well, within the national WIL context.

Student/Employer/Institution Rights & Responsibilities: Most programs outline rights & responsibilities in a contract signed by all parties. Further research is needed to determine if rights & responsibilities listed are similar across programs.

Contracts with Employers: 87% of VCC WIL programs require the employer/organization host to sign an official WIL agreement. The survey did not ask if the contract had been vetted by any official VCC parties. Based on observations at the BC WIL Council, most other institutions have legal departments who help craft and vet WIL placement contracts. Further study is needed to learn the extent to which this happens at VCC.

Contacts management: This scan did not explore whether employer contacts are saved at a department level or with individual WIL Instructors. If it is the latter, there could be a risk to knowledge transfer from Instructor to Instructor.

Recommendations:

Clarify VCC's WIL risk management strategy by developing a WIL policy that outlines requirements for WIL placement design and implementation, including:

- ethical guidelines for paid vs unpaid WIL experience;
- requirement for pedagogical rationale for WIL design (duration, WIL type, etc);
- stakeholder rights & responsibilities, and;
- workplace safety.

VCC could also create a vetted, standard, base-line WIL contract that can be used by all programs, adapted as needed, to meet any industry specific requirement.

⁸ Questions related to Career Readiness: Q 19 (p.24); Q 24 (p.28); Q 34 (p.34); Q 38 (p.37); Q 39 (p.38); Q 40-41 (p.39); Q 49 (p.44); Q 50 (p.67); Q 51 (p.45);

Paid vs Unpaid

- 69% of placements are completely unpaid.
- 1 program has paid WIL
- 4 programs have some students who get paid and some who get unpaid placements, within the same cohort

Rights & Responsibilities

87% of programs outline rights & responsibilities in a contract signed by all 3 parties.

Contracts - signing

Who signs the agreement on behalf of VCC (select all that apply)

- WIL Course Instructor (33%)
- Dept Leader (27%)
- Practicum Coord (13%)
- Program Coord (13%)
- Dean (7%)
- Department stamp (7%)
- N/A (13%)

Logistics Management⁹

As well as teaching and evaluating student job readiness and career readiness, WIL activities involve many logistical, administrative or business development tasks:

- Employer contract management (collect signatures & store documents)
- Schedule/coordinate student applications and interviews
- Manage employer contact information
- Connect students to employers (share contact info)
- Manage student WIL placement matches & info
- Track student work hours
- Schedule mid-point & final eval feedback from students & employers
- Document formatting & management (contracts, evaluations, etc)

At VCC, these logistical tasks are done by many different roles, depending on the department and the program. Anecdotal information from program areas indicates that many of these logistical tasks are done ‘off the side of the desk’ of instructors, department leaders, or staff. In other institutions, a WIL management platform is used to manage many of these logistical tasks.

CareerLAB activities outside this scan have demonstrated that the formats for collecting employer contact information are highly varied and not easily collated across the institution.

VCC Works (Simplicity Platform) – The Future of WIL Logistics

VCC now has a license for the Symplicity Career Services and WIL management platform. Titled **VCC Works**, this platform makes it easier to streamline logistics and administrative tasks related to WIL including:

- Collecting WIL job postings
- Managing employer contact info & placement matches
- Tracking student WIL hours
- Standardizing, scheduling & automating mid-point & final employer & student evaluations
- Storing student resumes & application documents

The VCC Works platform will also allow the institution to analyze WIL related data and track overall placement statistics.

Contact info

Who manages employer contact & profile info (select all that apply)

- WIL Course Instructor (40%)
- Dept. Leader (27%)
- Dept. Staff (33%)
- Practicum Coordinator (33%)
- Program Coordinator (27%)
- Assistant DL (7%)
- IA (7%)
- “need to change this for our program” (7%)

Contact info – tools used

- Excel (80%)
- Word (47%)
- Email (7%)
- Not sure (7%)
- 3rd party placement CRM (7%)
- HSP Net (7%)
- N/A (7%)

Contracts – process

Who manages the signing process (select all that apply)

- WIL Course Instructor (40%)
- Dept. Leader (13%)
- Practicum Coordinator (13%)
- Program Coordinator (7%)
- Dept Staff (20%)
- Student (20%)
- Dean (7%)
- “need a PA to formalize the process” (7%)
- N/A (13%)

⁹ Questions related to logistics Q 23 (p.64); Q 42-43 (p.40); Q 44 (p.66); Q 45 (p.41); Q 47 (p.67); Q 50 (p.67); Q 52 (p.46)

Employer Connection¹⁰

The connections VCC departments have with industry-related organizations and VCC's reputation among employers is very strong. Most new employers are sourced through industry events or instructor contacts. This scan did not ask about sharing employer contacts across departments. It is rare for VCC departments to share information about employers (only 7% selected this as a sourcing method), even though employers do work with multiple departments to place students in different organizational areas.

The **VCC Works** platform can streamline the management of employer contact information and placement matching. It will also provide an easy way for employers to connect with VCC through a central portal.

Sourcing Employers – How (most effective method)

- Students find placement (13%)
- Networking (27%)
- Employers contact the dept (7%)
- Cold calls/emails (13%)
- Using previous hosts (7%)
- Instructor industry connections (27%)
- PAC members/industry demands (7%)
- 3rd party recruitment agency (7%)

Who reviews WIL job description (to meet WIL requirements – select all that apply)

- WIL activity does not require a job description (27%)
- WIL Instructor (47%)
- Dept. Leaders (27%)
- Program Assistant (13%)
- Other (20%): Regulated field (hosts are certified); It's in our best interest to have student in a safe environment; Instructional Assistant

How do employers contribute (to student learning & activities planning)

- Provide daily schedule of work activities
- Mentor students by giving feedback on reports
- Hands on real world
- Students apply what they learn at the college in an office/clinic setting
- Employer provides the mentor, tools, and job for the student to complete outcomes
- Employer provided with dept expectations for student learning. Students assessed with rubric
- Host guides student through projects & assignments designed by college. Gives feedback to student & college
- Use some skills used in class. Location to show variations of the work involved
- Consult with student & instructor
- Give students regular design work with added mentorship
- Employers works closely with the student to try to reach their goals
- Majority follow onboarding procedures for current employees

¹⁰ Questions related to employers Q 27-28 (p.31); Q 29 (p.32); Q 30-32 (p.33); Q 35 (p.35); Q42-43 (p.40); Q 45 (p.41); Q 48 & 53 (p.53); Q 49, 55a, 55b & 54 (p.44); Q 52 & 57 (p.46); Q 65 (p.50); Q 70 (p.52); Q 71 (p.53)

Learning & Assessment – WIL Instruction @ VCC¹¹

WIL is a learning activity that is tied to academic learning outcomes. When asked, several respondents did not include learning outcomes for WIL activities, either because they don't have any or because the WIL activity is not part of a dedicated WIL course. Some respondents entered detailed responses while others listed grading requirements.

There could be opportunity to strengthen VCC's understanding and application of learning outcomes within WIL activities. This could ensure clarity for student and employer expectations, and inform curriculum development as well as overall competency development for students. It is also possible that lack of learning outcomes for WIL may raise ethical and pedagogical issues, particularly when evaluating learning. Given the lack of definitions for WIL at VCC, it is possible some respondents categorize their activities as WIL, when they may be better classified as EL, or even extra-curricular, which may not require learning outcomes.

The *Exploring WIL Instruction @ VCC* study may provide further insight into the key considerations for the development of WIL learning outcomes.

Student readiness for WIL appears to be assessed in a variety of ways, to varying degrees. The range of answers given in the scan were diverse and sometimes described assessment *during* the WIL activity instead of during preparation for the WIL activity. In addition, answers often implied students had technical/vocational skills for the workplace (job readiness) versus explicit career skills (career readiness).

Learning Plans – what's included

Range of responses from daily hours & duties and industry specific skills, to professionalism and cleanliness. Some programs individualize learning plans for each student. One program considered learning plans proprietary to the organization so did not share details.

Do students complete a self-reflection or self-assessment?

- Yes – 80%
- No – 20%

What do employers evaluate (list top 3)

- Punctuality, effective communication, ability to perform administrative & clinical procedures
- Professionalism, willing to take on tasks, attitude
- Performance - attendance/punctuality - work ethic/ teamwork
- Professionalism, team work, communication, promotion of children's physical, cognitive, emotional development, creativity, guidance, problem solving.
- General. Looking at skills, work ethics and teamwork, willingness to help and to be open to multiple tasks and duties
- Attendance, punctuality, job duties performed, attitude
- Theory application. Accuracy production
- Attendance, willingness to attend and be inclusive
- Skills, workplace etiquette, and communication
- Performance, Critical Thinking, Leadership and Professionalism
- Professionalism, timeliness, effectiveness, suitability for further work
- Professionalism/attitude skills and abilities speed
- Timeliness, work ethic, suitability to job/company

¹¹ Questions related to learning: Q 22 (p.25); Q 33 (p.34); Q 37 (p.36); Q 48 & 53 (p.43); Q 49, 55a, 55b & 54 (p.44); Q 51 & 56 (p.45); Q 61 (p.48); Q 65 (p.50); Q 66-68 (p.51); Q 69 (p.52)

Scan Response Answers

Notes about the Scan

The scan was open May 28 – July 2, 2020 to 30 VCC faculty and staff who support WIL. Participants were identified by CareerLAB through the following methods:

- review of VCC programs on the website, to identify those with courses that reference a practicum, work experience, or other form of WIL
- searched Courseleaf by key words related to WIL (career, practicum, work, employment)
- leveraging the VCC knowledge of CareerLAB team members

The scan was initially sent to Department Leaders of most applied programs. Some Department Leaders requested the scan be sent to individual instructors who had more knowledge about the WIL process for that program area. Despite extensive efforts by the implementation team, it was difficult to identify who at VCC holds the most knowledge about the WIL process within each program area. Note: the scan was not distributed widely within the School of Health Sciences as the majority of their WIL activities are highly regulated and follow protocols required by regulatory bodies.

There are some limitations in the scan data. These include:

- Not all programs were surveyed
- Not all programs that received the scan responded to the questions
- The scan design team might not be aware of other programs with WIL activities so did not send the scan to those areas
- There is no widely recognized definition of WIL at VCC (ex: MDRT and Practical Nursing likely do include WIL – Mandatory Professional Practicum/Clinical Placement but they responded ‘no’ when asked about WIL)
- The CEWIL definitions may not appear relevant for VCC practice
- If a respondent answered ‘NO’ to question 15 “Does your program include a WIL component” they did not complete the rest of the scan
- Scan was delivered during the initial months of the Covid-19 pandemic which may have reduced capacity for some participants to respond

Scan Questions – with Responses

Q 1: This scan will provide information for which program?.....	15
Q 2: What is your role/job title?.....	15
Q 3: Does your program include any of the following types of experiential learning (must be part of a program requirement) – check all that apply.....	16
Q 5-12: Select the ways you address this career readiness competency in your program (select all that apply).....	17
Q 15: Does your program include a WIL component where the student leaves the college and works for an employer or organization host for a period of time, without direct supervision from and instructor?	18
Designing the WIL activity and program.....	19
Q 16: Select which definition best represents your work-integrated learning (WIL) activity (select only 1 description that best describes the WIL activity that is done off-campus and is supervised by an employer/organization host).....	20
Q 17: What is the number of WIL placements (# of students) per year (on average) in your program?	22
Q 18: What is the duration of the WIL activity in your program (Hrs & Weeks)	23
Q 19: Do students get paid during the WIL activity?	24
Q 21: If your WIL activity is part of a dedicated course in your program, what is the name of that course?.....	24
Q 22: Please list the learning outcomes of the dedicated WIL course (if not part of a course, answer n/a).....	25
Preparing Students for WIL	27
Q 24: For the WIL activity, how do you ensure VCC, students and employers all know their own and each other’s rights and responsibilities (select all that apply).....	28
Q 25: In what ways do you assess if a student has the career readiness skills needed to participate in the WIL activity?.....	29
Preparing Employers for WIL.....	30
Q 27. How does your department source new employers to host WIL (select top 3 methods)	31
Q 28. Which is most effective?.....	31
Q 29: Who is primarily responsible for finding the employer/organization host (select only 1 – if several people are responsible, please select ‘Combination’ and briefly describe each person’s primary role)?.....	32
Q 30: Before the WIL activity starts, how often does someone from VCC do a site visit to assess the employer/organization host? (select the 2 most common practices in your program)	33
Q 31: If there is a site visit, who from VCC does that visit (select all that apply).....	33
Q 32: If there is no visit to the site before the WIL activity, how do you determine if the employer/organization host is suitable?	33
Q 33. What kind of job duties are accepted as suitable for WIL?.....	34

Q 34. Who at VCC reviews the official employer/organization host job description to ensure it meets the requirements for your WIL activity? (select all that apply)	34
Q 35. Briefly describe how the employer/organization host contributes to the development of a student's learning plan/practicum activities?	35
Q 37. Briefly describe the kinds of things that are typically included in your learning plans?.....	36
Q 38. Is there an official WIL agreement signed with the employer/organization host?	37
Q 39. Who at VCC manages the agreement signing process? (select all that apply).....	38
Q 40. Who signs the agreement on behalf of VCC? (select all that apply)	39
Q 41. Who monitors that the contract is adhered to?	39
Q 42. Who in your department manages the contact and general employer/organization host profile information for WIL? (select all that apply)	40
Q 43. What tools do you use to keep track of your contacts for employers/organization hosts (select all that apply)	40
Q 45. What kinds of employer profile information do you collect? (select all that apply)	41
During WIL Placement.....	42
Q 48. Does someone from VCC visit the student and employer on site during the WIL activity?	43
Q 53. Do you check with the student and employer/organization host by phone during the WIL activity?	43
Q 49. How long are site visits from VCC?	44
Q 55a. On average how long is the call with the student?	44
Q 55b. On average how long is the call with the employer/organization host?.....	44
Q 54. Who in your area typically makes the call? (job title)	44
Q 51. What are the main things reviewed or discussed with the student during the visit (please list top 3)	45
Q 56. What are the main things reviewed or discussed with the student during the call?	45
Q 52. What are the main things reviewed or discussed with the employer/organization host during the visit (please list top 3).....	46
Q 57. What are the main things reviewed or discussed with the employer/organization host during the call?	46
Q 58. If you do not visit or call the site during the WIL activity, why not (select all that apply)?	47
Q 59. If there is an issue during the WIL activity, who does the student typically contact for support (select one)?	47
Q 60. If there is an issue during the WIL activity, who does the employer typically contact for support?	47
Q 61. Which of these Career Readiness competencies are explicitly evaluated during the WIL activity, by the instructor and/or the employer? (i.e. those that students know they should be demonstrating or working on during the WIL activity – check all that apply)	48

Q 62. After the WIL activity, is the student debriefed about the development of their career readiness competencies	48
Q 63. Describe the assessment tools or other methods used to debrief the development of career readiness competencies with the student, at the end of the WIL activity (if the student is not debriefed on career readiness, please answer n/a).....	49
Q 64. Describe the assessment tools or other methods used the employer/organization host use to evaluate the student’s WIL performance (select all that apply).....	50
Q 65. What aspects of the student’s WIL performance does the employer evaluate? (please list top 3)	50
Q 66. Do students complete self-reflection or self-assessment as part of the WIL activity?	51
Q 67. How do students complete the self-reflection? (select all that apply)	51
Q 68. What is the student asked to reflect on? list top 3).....	51
Q 69. Do you evaluate the student based on the learning outcomes in the WIL course?.....	52
Q 70. In what ways do you engage employers/organizations? (select all that apply)	52
Q 71. When you solicit new employers/organization hosts, what are the top 3 things you want them to know about the WIL activity for your program?	53
Supporting Students with Disabilities in WIL.....	54
Q 72. Do you advise students with disabilities on career options and the job market, during WIL preparation or in general?.....	54
Q 73 What are some of the career guidance topics you have discussed with students with disabilities (select all that apply)	54
Q 74. Does your program sometimes have students with disabilities who participate in WIL activities?	54
Q 75. Do you advise students with disabilities who would like to participate in WIL but are unable to due to various barriers along the way?	54
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Q 1: This scan will provide information for which program?

Q 2: What is your role/job title?

Data represents 28 programs from all four schools plus Continuing Studies:

- School of Health Sciences (1 program)
- School of Trades, Tech & Design (11 programs)
- School of Hospitality, Food Studies & Applied Business (10 programs)
- School of Arts & Sciences (2 programs)
- Continuing Studies (4 programs)

The table below lists the programs that responded, and the role of the person responding to the scan.

Note: Further questions in this scan reveal which roles within program areas are responsible for various aspects of the WIL process.

ROLE	PROGRAM DEPARTMENT
Department Head	Administrative Professional Certificate (International)
	Asian Culinary Arts Certificate
	Auto Collision Repair Technician Certificate (High School Cohort)
	Automotive Service Technician Harmonized Foundation Certificate
	Business and Project Management Post Degree Diploma (International)
	CAD & BIM Technician Diploma
	Culinary Arts Diploma
	Electronics Repair Technology Diploma
	Food Service Careers Certificate
	Graphic Design Diploma
	Hairstylist Certificate
	Heavy Mechanical Trades Certificate
	Hospitality Management Diploma
	Jewellery Art and Design Diploma
Music Diploma	
Instructor	Administrative Professional Certificate
	Architectural Technician Certificate
	Canadian Business Management Post-Degree Diploma
	Civil/Structural Technician Certificate
	Legal Administrative Assistant Certificate (Part Time)
	Medical Office Assistant Certificate
	Medical Transcriptionist Certificate
	Steel Detailing Technician Certificate
Program Coordinator	Counselling Skills Foundational Certificate
	Early Childhood Care and Education Diploma
	Fashion Design Production Diploma
	Medical Device Reprocessing Technician Certificate
Other – Practice Education Coord.	Practical Nursing Diploma
Practicum Coordinator	0
Assistant Department Head	0

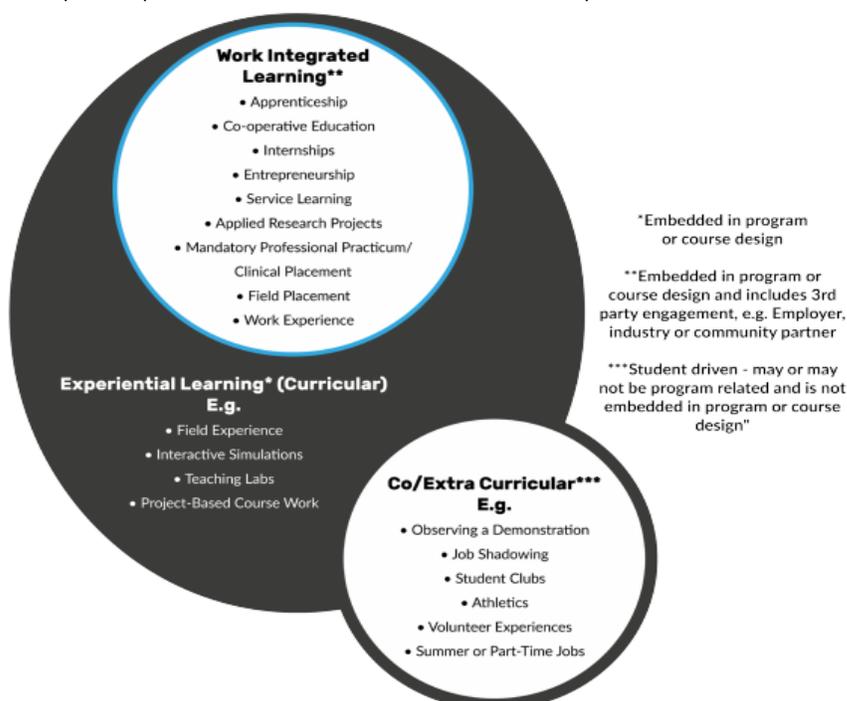
Q 3: Does your program include any of the following types of experiential learning (must be part of a program requirement) – check all that apply

Four descriptions for EL were provided to respondents to select from. *A list of which programs responded for each type of EL is available upon request.*

Respondent answers:

- **10 programs:** Interactive Simulation – students ‘work’ in VCC facilities such as the cafeteria, auto shops, salons, etc. (Supervised and evaluated by instructors - no external host)
- **5 programs:** External learning environments (field experience) – students go with an instructor to learn outside a VCC facility (Supervised by and evaluated by instructors)
- **8 programs:** Project-based learning – students work on real-world projects for an external client, as part of the standard course work (students engage with external partners but are ultimately supervised and evaluated by the instructor)
- **20 programs:** Practicum/Work Placement – student works for an external employer, on site, and is supervised by the employer/organization host during the placement (paid or unpaid).
- **3 programs:** Other – none of the above

The four options provided in the scan were informed by the CEWIL framework for WIL and EL.



Q 5-12: Select the ways you address this career readiness competency in your program (select all that apply).

Respondent answers:

	<i>Critical Thinking/Problem Solving</i>	<i>Oral/Written Communication</i>	<i>Teamwork/ Collaboration</i>	<i>Digital Technology</i>	<i>Leadership</i>	<i>Professionalism/ Work Ethic</i>	<i>Global/ Intercultural Fluency</i>	<i>Career Management</i>
<i>Dedicated course focusing on the competency</i>	11	14	9	13	9	8	6	12
<i>Dedicated module within a course</i>	12	13	12	11	7	14	5	11
<i>Targeted workshops</i>	8	8	9	8	9	9	4	9
<i>Explicitly taught throughout the program</i>	23	17	18	19	11	20	6	13
<i>Implicitly taught throughout program</i>	21	21	20	18	19	19	21	17
<i>Other</i>	2	1	1	5	0	1	2	2

Q 15: Does your program include a WIL component where the student leaves the college and works for an employer or organization host for a period of time, without direct supervision from and instructor?

Respondent answers:

YES (16/28) – 60% of programs include WIL:

- Admin Professional 1 Certificate
- Admin Professional Certificate International
- Auto Collision Repair Technician Certificate (High School Cohort)
- Automotive Service Technician Harmonized Foundation Certificate
- Canadian Business Management Post-Degree Diploma
- Culinary Arts Diploma
- Early Childhood Care and Education Diploma
- Fashion Design Production Diploma
- Food Service Careers Certificate
- Graphic Design Diploma
- Hairstylist Certificate
- Heavy Mechanical Trades Certificate
- Hospitality Management Diploma
- Medical Office Assistant Certificate
- Medical Transcriptionist Certificate
- Music Diploma

NO (11/28) – 40% of programs do not include WIL:

Respondents who answered 'no' did not receive the rest of the scan questions.

- Architectural Technician Certificate
- Asian Culinary Arts Certificate
- Business and Project Management Post Degree Diploma (International)
- Civil/Structural Technician Certificate
- Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma
- Electronics Repair Technology Diploma
- Jewellery Art and Design Diploma
- Legal Administrative Assistant Certificate (Part Time)
- Medical Device Reprocessing Technician Certificate
- Practical Nursing Diploma
- Steel Detailing Technician Certificate

NOT ANSWERED (1/28)

- Counselling Skills Foundational Certificate

Designing the WIL activity and program

The following scan questions seek to understand how and why WIL activities are designed at VCC. This can include:

- How the WIL activity is defined
- The scope of WIL activity (number of placements)
- Duration of WIL activity (how long are students in the placement)
- Paid vs unpaid placements
- Whether the WIL activity is part of a course or not
- WIL learning outcomes (how is the *learning* component of WIL addressed)

Q 16: Select which definition best represents your work-integrated learning (WIL) activity (select only 1 description that best describes the WIL activity that is done off-campus and is supervised by an employer/organization host).

The self-identified description of the WIL activity may not actually align with the CEWIL intentions. WIL type in italics are suggested *actual* WIL type, given the rest of the scan answers and closer alignment with CEWIL intentions.

Respondent answers:

Apprenticeship: An agreement between a person who wants to learn a skill and an employer who needs a skilled worker and who is willing to host the person and provide paid related practical experience under the direction of a certified journey person in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Combines about 80% at the workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.

- **(1/16) Auto Collision Repair Technician Certificate (High School Cohort) – (40 hrs/wk for 8 wks) Program calls it Practicum. Likely CEWIL Type: work experience or field placement**

Internships: Offers usually one discipline specific (typically full-time), supervised, structured, paid or unpaid, for academic credit or practice placement. May occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Can be of any length but are typically 12 to 16 months long.

- **(3/16)**
 - Administrative Professional 1 Certificate – *(short placements, unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or field placement*
 - Fashion Design Production Diploma – *(short placements, unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or field placement*
 - Hospitality Management Diploma – *(placement is 500 hrs, paid) Program calls it Work Experience. Likely CEWIL Type: work experience or internship*

Mandatory Professional Practicum/Clinical Placement: Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.

- **(6/16)**
 - Food Service Careers Certificate - *(does not require registered or licensed supervision, unpaid) Program calls it Practicum or Work Experience. Likely CEWIL Type: work experience or field placement*
 - Culinary Arts Diploma – *(4 wks, 25hrs/wk) Program calls it Practicum*
 - Early Childhood Care and Education Diploma – *(some paid/some unpaid) Program calls it Practicum.*
 - Automotive Service Technician Harmonized Foundation Certificate – *(approx. 3 weeks, 3 days/wk, unpaid) Program calls it Work Placement. Likely CEWIL Type: work experience*
 - Medical Transcriptionist Certificate - *(6hrs.day for 4 wks, unpaid) Program calls it Practicum.*
 - Music Diploma – *(individual to student. Averages 8 wks. Approx. 50 hrs, unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or field placement*

Field Placement: Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. May not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification.

- (5/16)
 - Administrative Professional Certificate (International) – *(short placements, unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or field placement*
 - Graphic Design Diploma – *(short placements, unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or field placement*
 - Hairstylist Certificate – *(90 hrs, 3 wks) Program calls it Field Placement*
 - Heavy Mechanical Trades Certificate – *(8hrs/week for 27 wks per 9 month program) Program calls it Work Experience. Likely CEWIL Type: work experience or field placement*
 - Medical Office Assistant Certificate – *(short placements, unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or field placement*

Work Experience: Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals.

- (1)
 - Canadian Business Management – *(30 hrs/wk for 15 weeks, some paid/some unpaid) Program calls it Practicum. Likely CEWIL Type: work experience or internship*

WIL description types not selected by any respondents:

Cooperative Education: Alternating academic terms and paid work terms or several work term back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.

Entrepreneurship: Allows a student to leverage resources, space, mentorship, and/or funding to engage in the early stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit.

Service Learning: Integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community based organization to apply their disciplinary knowledge to a challenge identified by the community.

Applied Research Projects: Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects.

Q 17: What is the number of WIL placements (# of students) per year (on average) in your program?

Average WIL placements at VCC: 1007-1900 placements / year

Respondent answers:

1-50 placements/year

- Auto Collision Repair Technician Certificate (High School Cohort)
- Automotive Service Technician Harmonized Foundation Certificate
- Medical Office Assistant Certificate
- Medical Transcriptionist Certificate
- Music Diploma
- Food Service Careers Certificate
- Graphic Design Diploma

50-100 placements/year

- Administrative Professional 1 Certificate
- Administrative Professional Certificate (International)

100-150 placements/year

- Canadian Business Management Post-Degree Diploma
- Culinary Arts Diploma
- Early Childhood Care and Education Diploma
- Fashion Design Production Diploma
- Heavy Mechanical Trades Certificate

200-300 placements/year

- Hairstylist Certificate
- Hospitality Management Diploma

Q 18: What is the duration of the WIL activity in your program (Hrs & Weeks)

The concept of a 'work term' is used by most post-secondary institutions to describe the duration of the WIL activity. This is a relic of the co-op framework, which still informs most WIL definitions and frameworks. It is unclear at the provincial or national level if non co-op WIL at other institutions also follow 'work terms' or if WIL activities are of shorter and varied durations, as they are at VCC.

National and provincial WIL supports often reference 'work terms' which can be difficult to reconcile with VCC WIL durations. The BC Ministry of Advanced Education conducted a non-Co-op WIL survey in spring 2021. Results from that survey may reveal more information about non-Co-op WIL at other institutions in BC.

Respondent answers:

2 weeks-3 weeks F/T:

- Administrative Professional 1 Certificate
- Administrative Professional Certificate (International)
- Medical Office Assistant Certificate (3 weeks)
- ECCE (3 practicums, each 2-3 weeks)
- Automotive Service Technician Harmonized Foundation Certificate
- Food Service Careers Certificate
- Graphic Design Diploma 3-4 weeks 120h total
- Hairstylist Certificate 3 w; 30h/w

4 weeks F/T:

- Medical Transcriptionist Certificate

3 weeks P/T

- Automotive Service Technician Harmonized Foundation Certificate

4 weeks P/T:

- Culinary Arts Diploma (25h/w)

8 weeks F/T

- Auto Collision Repair Technician Certificate (High School Cohort)

8 weeks P/T

- Music Diploma (50 hrs)

14 weeks 30+ h/week:

- Canadian Business Management Post-Degree Diploma

500 hrs:

- Hospitality Management Diploma

Q 19: Do students get paid during the WIL activity?

Respondent answers:

Some paid some unpaid (4/16)

- Canadian Business Management Post-Degree Diploma
- Early Childhood Care and Education Diploma
- Fashion Design Production Diploma
- Heavy Mechanical Trades Certificate

Paid (1/16)

- Hospitality Management Diploma

Unpaid (11/16)

- Administrative Professional 1 Certificate
- Administrative Professional Certificate (International)
- Auto Collision Repair Technician Certificate (High School Cohort)
- Automotive Service Technician Harmonized Foundation Certificate
- Culinary Arts Diploma
- Food Service Careers Certificate
- Graphic Design Diploma
- Hairstylist Certificate
- Medical Office Assistant Certificate
- Medical Transcriptionist Certificate
- Music Diploma

Q 21: If your WIL activity is part of a dedicated course in your program, what is the name of that course?

Respondent answers (course names):

Practicum – 6/15

Industry Work Experience – 2/15

Career Opportunities Practicum – 1/15

Workplace Practicum – 1/15

Culinary Practicum – 1/15

N/A – 4/15

Q 22: Please list the learning outcomes of the dedicated WIL course (if not part of a course, answer n/a).

Respondent answers:

- Apply practical skills acquired throughout program
- n/a (x 4)
- Graded as Satisfactory or Unsatisfactory
- Perform full range of practical job tasks required of an auto collision repair technician according to Level one of the ITA Program Outline for Auto Collision Repair Technician. 2. Adapt skills to suit needs and standards of an auto refinishing facility 3. Perform job tasks in an active, reliable and efficient manner 4. Perform job tasks in accordance with occupational health and safety standards
- CLO for ECCE 2305 Practicum 1 CLO #1 Illustrate the ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early learning settings CLO#2 Identify a variety of strategies to guide children's behavior, CLO #3 Observe and identify responses to young children in a way that facilitates their physical, emotional, social and cognitive development. CLO#5 Interact professionally and respectfully with other early childhood educators CLO#6 Engage in warm, caring and supportive interactions with children CLO #7 Collect feedback from practicum instructors and determine learning goals for the next practicum Please note the wording in Course Learning Outcomes will change in Infant, Toddler and SN practicums to address the specific purpose of specialized practicums. The words: "infants", "toddlers" and "inclusive practice" The CLO for Practicums 2 and 3 will be similar to practicum 1,
- CLO #1 Apply effective time management, teamwork, and communication skills needed to work in a professional kitchen CLO #2 Assess complex products for consistency and quality standards CLO #3 Apply industry standards and procedures essential for food and kitchen safety CLO #4 Observe workplace culture, norms and expectations CLO #5 Request and reflect on feedback from industry professionals
- The successful completion of the industry placement experience in the seventh term meets an important requirement of the applied degree. Students are placed in a professional, music industry workplace that is relevant to their particular areas of interest. These individualized music industry projects are undertaken with community partners such as agents, performing and broadcast organizations, venues, and relevant arts organizations. During this placement students consolidate their studies and work experience. Students develop a study project related to the work term, which is meant to enhance the value of this work term for both student and project sponsors.
- Demonstrate punctuality and adhere to assigned work schedule. Apply bussing and dishwashing and bussing principals to workplace. Follow workplace rules and regulations. Conduct her/himself professionally and ethically. Apply foodsafe and work safe principles. Recognize effective communication skills. Recognize speed requirements for entry level positions
- Communicate skills, knowledge, and interest with a resume and cover letter and in an interview • Research a career path • Develop a professional network • Observe workplace culture, norms, and expectations • Request and reflect on feedback

- 1 - Communicate skills, knowledge, and interest effectively in a job interview 2 - Research a career path and develop a professional network 3 - Work within the culture, norms, and expectations of the design industry 4 - Request and respond to feedback 5 - Solve problems in real design projects 6 - Reflect on and professionally present a personal work experience
- TBA
- Course outcomes are the same as the Program: 1. Communicate effectively as business professionals 2. Work with others to solve problems and manage projects 3. Demonstrate leadership competencies in the business sector 4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise 5. Improve business procedures by applying up to date principles of operations management 6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations 7. Manage basic human relations issues in a business setting 8. Manage cross culturally with adaptability, flexibility, openness and confidence 9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership 10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector 11. Employ sustainability decision-making and practices in their work as business professionals

Preparing Students for WIL

The following scan questions address how students are prepared for WIL activities. This can include:

- Providing and assessing career readiness competencies of students
- Matching students with employer hosts
- Establishing rights and responsibilities of all partners (students, employers, school)
- Managing placement contracts with employer hosts and students
- Developing learning plans in partnership with students and employers (including learning plans for the learning and assessment of career readiness competencies during the placement)

Note: additional questions about supporting student with disabilities in preparation for WIL are at the end of the scan.

Q 24: For the WIL activity, how do you ensure VCC, students and employers all know their own and each other's rights and responsibilities (select all that apply)

When students leave the college to work for an employer during a WIL activity, each of the three partners (school, student, employer) need to know what is expected of themselves and each other. This clarity helps the student make the most of their experience, helps employers to manage their time, and ensures VCC is to both able to support the student and to maintain high-quality relationships with employers. Clarity about roles and responsibilities is a central component of risk management for WIL.

Respondent answers:

We have handout that is reviewed by all parties – 8/15

We verbally discuss with all parties – 8/15

Rights and responsibilities are outlined in a contract signed by all 3 parties – 13/15

Other – CBM reviews practicum process in MGMT 1019 & MGMT 2019

Q 25: In what ways do you assess if a student has the career readiness skills needed to participate in the WIL activity?

Respondent answers:

- Evaluation from host employer
- Daily course work and assignments.
- Students must maintain a minimum of 70% to pass each course and the program.
- The activity takes place after the first 16 weeks (1st course) of the program. If the student has passed all practical and theoretical assessments at this time, they are ready for the WIL activity.
- Prior to the student going out on the WIL activity we assure that students abilities are industry ready by evaluating their practical work done in the department's shop.
- Grades attendance attitude will or want to do
- Specific courses have to be completed successfully prior to each of the practicums -
Practicums are done in a certain order - Each practicum is assessed by the host supervisor and the practicum instructor under the supervision of the ECCE Program Coordinator - The assessment is based on the planned and implemented projects and experiences for young children done in the centre - The assessment is based also on the instructor's direct observations
- Showing the willingness and "want " to learn
- Students start work experience after completing the first 8 week of the program as they have then finished all of their essential skills training and resume writing /cover letter/ job search.
- Instructor consults with student in person
- Mainly observation from classroom/kitchen time
- Completion of the program.
- We look at success in previous courses, particularly those that cover career readiness skills in their learning outcomes, and we also informally evaluate the students' general levels of professionalism by consulting with instructors. If a student has passed all previous courses, we believe they are ready for the Practicum component at the end of the program.
- Through MOCK Interviews, resume writing workshops and course completion.
- Mix-approach of career discussion, grades and success in terms leading to Practicum, self-direction by students, host employer feedback (Interview process), etc.

Preparing Employers for WIL

A critical component of WIL is the partnership with employer hosts. This can include:

- Sourcing new employer hosts
- The roles within the department, or institution, that are responsible for sourcing employer hosts
- Managing employer contact information (what tools are used and what information is collected about employers, as related to WIL)
- Preparing employers to support student learning both for *job readiness* and *career readiness*
- Matching students with employer hosts
- Establishing rights and responsibilities of all partners (students, employers, school)
- Managing placement contracts with employer hosts and students
- Determining and communicating student job duties (will the tasks help the student meet the learning outcomes)
- Designing and implementing learning plans in partnership with students and employers (including learning plans for the learning and assessment of both *job readiness* and *career readiness* competencies during the placement)

These questions shed light on current staffing for WIL (who does what) across the college. Many institutions have WIL offices (co-op offices) that have dedicated staff for delivering WIL, including Business Developers to source employers. Funneling WIL activities through a WIL office facilitates streamlined methods for accessing external WIL placement databases (Campus Connect, ACE-WIL, Riipen, etc.). VCC does not have any system for managing WIL activities. Therefore, each department develops its own methods for allocation staff resources.

Q 27. How does your department source new employers to host WIL (select top 3 methods)

Q 28. Which is most effective?

Q 27 Answers	Q 28 Answers
8/15 - Referrals from department instructors	5/15
4/15 - Referrals from PAC members	1/15
9/15 - Referrals from former students (alumni)	1/15
1/15 - Referrals from other VCC departments	
2/15 - Referrals from other institutions	
11/15 - Industry/networking/association events	4/15
9/15 - Employers contact the department	1/15
4/15 - Cold calls	1/15
5/15 – Other methods:	
<ul style="list-style-type: none"> • VCC has a long-standing relationship with many of the practicum hosts • We encourage students to find their own placements. If they are struggling then we will help through industry contacts. • VCC ECCE Program has a list of centres used regularly for practicums. Most of them are long term partners and have the umbrella of childcare services in Lower Mainland: UBC, SFU, DDA, VSOCC, YMCA, YWCA, Mosaic, Aboriginal Childcare. We also have individual centres that have been used for years. The new practicum places get recommended by our practicum instructors who pay practicum visits and have the opportunity to spend several hours in the program and observe. • Students seek their own placement, we hold a list of current and former sponsors. • 3rd party recruitment agency 	<p>1/15 - Students seek placement themselves</p> <p>1/15 - 3rd party</p>

Q 29: Who is primarily responsible for finding the employer/organization host (select only 1 – if several people are responsible, please select 'Combination' and briefly describe each person's primary role)?

Respondent answers:

2/15 – Student

1/15 – Program Department Leader

3/15 – Instructor

2/15 – Program Assistant

1/15 – Program Coordinator

0/15 – (all the following) Practicum Coordinator, External placement provider

6/15 - Combination:

- Everyone in the industry is connected in some way by 1 or 2 people. Pooling our combined resources allows for students to have a much broader range of employers and organizations to tap in to
- The student is primarily responsible, with direction from instructor
- Practicum coordinator usually finds the placements, although it is officially the students responsibility and some of them do find them.
- Our instructional assistant finds employer hosts
- The department Head, ADH and faculty all work together. We also have an interview week where students meet the companies onsite and apply for jobs.
- STEP 1: Student, have 1 month to declare a self-placement and get Instructor approval
STEP 2: Student can apply for any practicums through school industry partners and interview
STEP 3: Remaining students work with placement agency and still interview with potential employers. These steps are done on a specific time-line to offer all students equal opportunity and options for the practicum placement options/opportunities.

Q 30: Before the WIL activity starts, how often does someone from VCC do a site visit to assess the employer/organization host? (select the 2 most common practices in your program)

Respondent answers:

- 2/15 – sometimes
- 5/15 – mandatory visits at start of WIL activity
- 4/15 – only connect by phone/email
- 2/15 – only for new employers
- 4/15 – never

Q 31: If there is a site visit, who from VCC does that visit (select all that apply)

Respondent answers:

- 11/15 – Instructor of WIL course
- 2/15 – Department Leader
- 1/15 – Practicum Coordinator
- 1/15 – Program Coordinator
- 4/15 – not applicable

Q 32: If there is no visit to the site before the WIL activity, how do you determine if the employer/organization host is suitable?

- n/a – 3 responses
- Telephone discussions
- These are established automotive dealerships that have to keep up with protocols
- We primarily use hosts that we have used in the past. I agree that a site visit should happen for any new hosts
- We encourage students to apply to shops that are ICBC accredited. With that accreditation comes strict employment and workplace practices that ensures a valid experience
- A contract is signed between the college and the employer. Students interview before the activity, instructors correspond with the potential employer
- The site has to be known to either program coordinator or one of the department instructors
- Through talking to the chef. Letting the student know the situation. Make an appointment to visit first week to see the surroundings
- Feedback from student. Generally students seek places they would ultimately like to work at so we have never had an issue of students going to unsuitable sites. If a student isn't a good fit then they respectfully move to another sponsor
- Instructor relies on reputation and communicates regularly
- Through discussions with host and student preferences
- Students have to complete a pre-approval form. DH and ADH will then approve or not approve their employers
- A practicum placement agreement is signed by host employer, student and the instructor on behalf of the school

Q 33. What kind of job duties are accepted as suitable for WIL?

Respondent answers:

2/15 – Student is expected to perform like a regular employee

2/15 – The WIL duties are an adapted form of what would be done by a regular employee at the host organization

9/15 – A combination of A & B

2/15 Other:

- Instructor tries to differentiate between positions that provide labour for employers vs learning for the student
- Duties are outlined during the interview and what skills the student has learned at the college up to that point. It is a conversation with the employer what would best suit the needs of the student

Q 34. Who at VCC reviews the official employer/organization host job description to ensure it meets the requirements for your WIL activity? (select all that apply)

Respondent answers:

4/15 – The WIL activity does not require an official job description

7/15 – WIL Instructor (i.e. Practicum course instructor)

4/15 – Dept. Leader

2/15 – Program Assistant

0/15 – Practicum Coordinator

0/15 – Program Coordinator

3/15 – Other:

- This is a regulated field, all the hosts are certified and the centres are licensed. Licensed centres have to follow strict regulations which includes supervising practicum students
- It is in our best interest to have the student in a safe environment
- Instructional Assistant

Q 35. Briefly describe how the employer/organization host contributes to the development of a student's learning plan/practicum activities?

Respondent answers:

- Some employers provide a daily schedule of the work activities the student will be involved in during their practicum
- Employers/hosts mentor students by giving feedback on reports.
- Hands on real world
- Students apply what they learned at the College in a office/clinic setting (they are expected to practice their new MOA skills)
- Host employer provides the mentor, tools and job for the student to complete outcomes
- The organization is provided with the department's expectations for student learning. The student is assessed by the organization with a rubric they are given.
- The host supervisor guides the student through the projects and assignments designed by the college. The host provides feedback on student's progress which is shared throughout practicum with the students and the college instructor The host does the "sponsor teacher evaluation" of the student at the end of each practicum.
- Use some of the skills used in class. Location to show variations of the work involved in kitchens. methods , techniques
- n/a (x 2)
- Consultation with student and instructor. Field placements are negotiated and agreed upon.
- The student arrives with set goals to work on with an ask from the employer to share progress
- Employer hosts are instructed to give students regular design work but with added mentorship from senior designers or creative directors
- Employers work closely with the student to try and reach their goals.
- Majority will follow onboarding procedures for their current employees. Orientations, site tours, training plans/checklists, etc.

Q 37. Briefly describe the kinds of things that are typically included in your learning plans?

Respondent answers:

- Breakdown of the day and the activities planned for that day
- Accurate transcription of medical reports
- Work shadowing
- The instructor is in contact with the students and also visits them once during their practicum, to make sure that the students and the practicum hosts are both doing well with the experience.
- We expect the student to act in a professional manner, absorb all the information offered to him and contribute as much as allowed.
- Capturing the individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student
- The learning plan is delivered in a booklet format. It includes the relevant areas of learning for which the student has to provide observed examples (communication, professionalism, child's physical, emotional, cognitive development, guidance, team work). It also includes Exploration/Experience plans for the implementation of projects and activities with children/Ordinary moment - a documented observation form the centre/Pedagogical narration - a set of observations.
- Organization , cleanliness, accountability, consistency
- n/a (x 2)
- Number of hours, duties involved, written report to instructor.
- Each student differs depending on their capabilities
- Graphic design projects like logo design, web design, print production, layout design, illustration - all aspects of graphic design depending on what work the employer host has available to give to the student.
- Pre-approval forms; employer / student evaluation forms; student reflection. These are owned by the host employers and shared with instructors when required. This information is proprietary to the organization and will not be provided for this survey at this time.

Q 38. Is there an official WIL agreement signed with the employer/organization host?

Respondent answers:

YES - 13/15

- Administrative Professional 1 Certificate
- Auto Collision Repair Technician Certificate (High School Cohort)
- Automotive Service Technician Harmonized Foundation Certificate
- Canadian Business Management Post-Degree Diploma
- Culinary Arts Diploma
- Early Childhood Care and Education Diploma
- Fashion Design Production Diploma
- Food Service Careers Certificate
- Graphic Design Diploma
- Hairstylist Certificate
- Heavy Mechanical Trades Certificate
- Medical Office Assistant Certificate
- Medical Transcriptionist Certificate

NO 2/15

- Hospitality Management Diploma
- Music Diploma

Q 39. Who at VCC manages the agreement signing process? (select all that apply)

Respondent answers:

WIL course instructor – 6/15

- Administrative Professional 1 Certificate
- Auto Collision Repair Technician Certificate (High School Cohort)
- Canadian Business Management Post-Degree Diploma
- Food Service Careers Certificate
- Graphic Design Diploma
- Hairstylist Certificate

Dept. Leader – 2/15

- Automotive Service Technician Harmonized Foundation Certificate
- Culinary Arts Diploma
- DEP STAFF (1)
- Heavy Mechanical Trades Certificate

Practicum Coordinator – 2/15

- Culinary Arts Diploma
- Fashion Design Production Diploma

Program Coordinator – 1/15

- Early Childhood Care and Education Diploma

Student – 3/15

- Culinary Arts Diploma
- Graphic Design Diploma
- Medical Transcriptionist Certificate

N/A – 2/15

- Hospitality Management Diploma
- Music Diploma

Other – 3/15

- Canadian Business Management Post-Degree Diploma (We need a PA to be able to formalize the process and include a review with DH. Instructors have their own files and folders for all items related to students for the Practicum.)
- Medical Office Assistant Certificate (PA)
- Medical Transcriptionist Certificate (Dean)

Q 40. Who signs the agreement on behalf of VCC? (select all that apply)

Q 41. Who monitors that the contract is adhered to?

Respondent answers:

PROGRAM	Q 40. SIGNS	Q 41. MONITORS
<i>Administrative Professional 1 Certificate</i>	WIL course instructor	WIL course instructor
<i>Administrative Professional Certificate (Intl)</i>		
<i>Architectural Technician Certificate</i>		
<i>Asian Culinary Arts Certificate</i>		
<i>Auto Collision Repair Tech Cert (HS Cohort)</i>	Dep. Leader	WIL course instructor
<i>Auto Service Tech Harmonized Foundation Cert</i>	Dep. Leader	Dept. Leader
<i>Business and Project Management Post Degree Diploma (Intl)</i>		
<i>Canadian Business Management Post-Degree Diploma</i>	WIL course instructor	WIL course instructor/ 3rd party agency as instructors do not have time to complete everything!
<i>Civil/Structural Technician Certificate</i>		
<i>CAD and (BIM) Technician Diploma</i>		
<i>Counselling Skills Foundational Certificate</i>		
<i>Culinary Arts Diploma</i>	Dep. Leader/ Practicum Coordinator	Dept. Leader/ Practicum Coordinator
<i>Early Childhood Care and Education Diploma</i>	Program Coordinator	Program Coordinator
<i>Electronics Repair Technology Diploma</i>		
<i>Fashion Design Production Diploma</i>	Practicum Coordinator/ Program Coordinator	Practicum Coordinator
<i>Food Service Careers Certificate</i>	WIL course instructor	WIL course instructor
<i>Graphic Design Diploma</i>	WIL course instructor	WIL course instructor
<i>Hairstylist Certificate</i>	WIL course instructor	WIL course instructor/ Dept. Leader
<i>Heavy Mechanical Trades Certificate</i>	we have a department stamp. Department head or program assistant stamps after checking paperwork.	Dept. Staff
<i>Hospitality Management Diploma</i>		
<i>Jewellery Art and Design Diploma</i>		
<i>Legal Administrative Assist Cert (Part Time)</i>		
<i>Medical Device Reprocessing Technician Cert</i>		
<i>Medical Office Assistant Certificate</i>	Department Head	WIL course instructor
<i>Medical Transcriptionist Certificate</i>	Dean	n/a
<i>Music Diploma</i>		
<i>Practical Nursing Diploma</i>		
<i>Steel Detailing Technician Certificate</i>		

Q 42. Who in your department manages the contact and general employer/organization host profile information for WIL? (select all that apply)

Respondent answers:

6/15 – WIL course instructor

4/15 – Dept. Leader

3/15 – Dept. Staff (5/15 of combined with program assistant listed in 'other')

3/15 – Practicum Coordinator

4/15 – Program Coordinator

5/15 – Other:

- Program Assistant x 2 (Dept. Staff)
- Assistant Dept. Leader
- Instructional Assistant
- Need to change this for our program

Q 43. What tools do you use to keep track of your contacts for employers/organization hosts (select all that apply)

Respondent answers:

12/15 – Excel

7/15 – Word

0/15 – CRM software

5/15 – Other:

- HSPNet
- Email
- n/a
- not sure – I imagine the instructor keeps track
- 3rd party CRM and online shared documents assessable by 3rd party and practicum instructors, program DH

Q 45. What kinds of employer profile information do you collect? (select all that apply)

Respondent answers:

15/15 – Company/Organization name

14/15 – Name of main contact

9/15 – Name of person(s) who supervise(s) student(s)

15/15 – Phone, address, email

12/15 – Type of company/organization

5/15 – Website

1/15 – Facebook

2/15 – Instagram

7/15 – Type of work typically done by a student at the company/organization

7/15 – Typical operating hours for the company/organization

1/15 – Number of company/organization employees

7/15 – If company/organization has hosted a student before

2/15 – Which students have been hosted in the past

2/15 – Which department(s) typically host a WIL student

3/15 – What student should know about company/organization

3/15 – Best time of year to host a WIL activity

4/15 – If the employer host requires a resume/interview in order to host a WIL student

2/15 – The most important skills & characteristics the employer host looks for in a WIL student

3/15 – What a typical day looks like for a WIL student

3/15 – Anything about the work culture the company/organization would like VCC and/or the student to know about

4/15 – Other:

- Whether uniforms or criminal records checks are required
- The philosophy of the centre, the approach. We have to make sure that our students will be able to practice what they learn in school. The examples of philosophies are Emergent, Reggio, Montessori, etc.
- I look at the student and location to see if it will match. I look to see that both parties will be happy.
- Full job description and written company profiles provided by the company

During WIL Placement

Once the WIL placement has begun, there are a number of activities that happen including:

- Check ins with students and employers to evaluate progress according to the learning plan
- Responding to concerns of students and employers
- Reviewing and revising learning plans if needed

Q 48. Does someone from VCC visit the student and employer on site during the WIL activity?

Q 53. Do you check with the student and employer/organization host by phone during the WIL activity?

Respondent answers:

PROGRAM	VISITS	PHONES
<i>Administrative Professional 1 Certificate</i>	Yes	Sometimes, if the on-site visit is unavailable
<i>Administrative Professional Cert (Intl)</i>		
<i>Architectural Technician Certificate</i>		
<i>Asian Culinary Arts Certificate</i>		
<i>Auto Collision Repair Tech Cert (HS Cohort)</i>	Yes	No
<i>Auto Service Tech Harmonized Found. Cert</i>	No	phone and email
<i>Business and Project Management PDD (Intl)</i>		
<i>Canadian Business Management PDD</i>	Yes	Yes, by phone and email as well, there are monthly assignments to assist with this process and hours are validated monthly. There are also a couple of classes during the practicum placement course.
<i>Civil/Structural Technician Certificate</i>		
<i>CAD and BIM Technician Diploma</i>		
<i>Counselling Skills Foundational Cert</i>		
<i>Culinary Arts Diploma</i>	Yes	No
<i>Early Childhood Care and Education Diploma</i>	Yes	Yes
<i>Electronics Repair Technology Diploma</i>		
<i>Fashion Design Production Diploma</i>	Yes	No
<i>Food Service Careers Certificate</i>	Yes	sometimes if a visit cannot be made or if an employer calls with a concern
<i>Graphic Design Diploma</i>	Yes	Yes
<i>Hairstylist Certificate</i>	Yes	No
<i>Heavy Mechanical Trades Certificate</i>	No	No
<i>Hospitality Management Diploma</i>	No	No
<i>Jewellery Art and Design Diploma</i>		
<i>Legal Admin Assist Cert (Part Time)</i>		
<i>Medical Device Reprocessing Tech Cert</i>		
<i>Medical Office Assistant Certificate</i>	Yes	Yes, mostly by email, sometimes by phone
<i>Medical Transcriptionist Certificate</i>	Yes	Site visits
<i>Music Diploma</i>	No	No
<i>Practical Nursing Diploma</i>		
<i>Steel Detailing Technician Certificate</i>		

Q 49. How long are site visits from VCC?

Respondent answers:

	Length of site visit
15 mins	2
15-30 mins	2
20-30 mins	1
30 mins	3
30-60 mins+	2
1.5 hrs	1

Q 55a. On average how long is the call with the student?

Q 55b. On average how long is the call with the employer/organization host?

Respondent answers:

	Length of phone call – with student	Length of phone call – with employer
30 mins	9	9
60 mins		
90 mins		
More than 90 mins		

Q 54. Who in your area typically makes the call? (job title)

Respondent answers:

- 7/15 - WIL Course instructor
- 2/15 - Program Coordinator

Q 51. What are the main things reviewed or discussed with the student during the visit (please list top 3)

Respondent answers:

- attendance, punctuality job duties performed, attitude – x2
- Accuracy, Critical Thinking
- are they getting to do the job v. shadowing - do the students feel comfortable/welcome - any issues overall
- If they are being treated properly. If they are behaving in a professional manner. If they are learning required competencies
- Are they being treated well, what are they learning that is new, Is this an environment they would like to be employed in.
- Student's comfort level in the setting, learning goals, challenges, concerns, questions - College instructor's feedback after the observation - Host supervisor's feedback
- work is not repetitive, healthy environment, enjoying the time at location
- generally how its going and if they are enjoying their practicum, any challenges, offer support or insight
- their learning
- Both student and employer are given an appraisal checklist where they separately rate the student's work and professionalism from 1-5, and during the site visit, the Practicum instructor discusses this checklist privately with the student and employer separately. Areas that are rated include quality of work, goal achievement, use of time, creativity, decision making, motivation, and professional image. There is also an optional area for student and employer to enter a list of strengths, areas of improvement, and any other comments they want to add.
- review of position, job and facilities - discussion with student about practicum, current successes , opportunities, touch point on assignments and next steps

Q 56. What are the main things reviewed or discussed with the student during the call?

Respondent answers:

- attendance, punctuality job duties performed attitude
- Attendance, speed, accuracy
- student attendance willingness to learn feedback etc
- This usually happens when either the host or the student is having an issue during the practicum, we might discuss attendance, being proactive, listening skills, etc. Sometimes there is a bit of a counselling/reassurance component, if students are having a hard time adjusting to their placement/host.
- Comfort level, accomplishments, questions about projects, next practicum visit
- n/a
- usually it is to speak to a particular concern
- Noted in previous question about site visits. We do either site visits or phone calls
- Same as with site visits. -concerns/challenges.

Q 52. What are the main things reviewed or discussed with the employer/organization host during the visit (please list top 3)

Respondent answers:

- attendance, punctuality, dress code, job duties performed, attitude
- Accuracy, Adaptability, Workplace suitability
- Is the host happy with the student's performance - have they noticed that any skills are lacking, feedback regarding any additional skills that should be taught during the program
- If they are behaving in a professional manner. If they are learning required competencies. Prospect of full time employment after graduation
- How is the student performing, what are the strengths/weakness that could be shared with the student, would you hire this student? why/why not?
- Feedback on student's progress - Student's strengths and contribution to the program - Areas to work on, learning goals - College expectations/host centre expectations - Addressing challenges and concerns (if any)
- How the student is working out. Doing the job in a timely manner. The student is getting breaks
- Updates on the student's progress and any challenges and specific questions regarding the Student's individual goals.
- The student's success and gaps
- Same as in person
- Review of position, job and facilities - discussion with host employer about student, program and industry needs

Q 57. What are the main things reviewed or discussed with the employer/organization host during the call?

Respondent answers:

- Attendance, punctuality job duties performed attitude
- Speed, accuracy, workplace suitability
- Same as in person x3
- This usually happens when either the host or the student is having an issue during the practicum. It would usually have to do with attendance/punctuality, but this is a rare occurrence.
- Student's progress, instructor's visit and what is the best time for observations, student's activities
- n/a
- Usually it is to speak to a particular concern

Q 58. If you do not visit or call the site during the WIL activity, why not (select all that apply)?

Respondent answers:

- 3/8 - There is no staff/faculty time to check in during the WIL activity
- 0/8 - No one with the employer/organization host has time to check in with VCC
- 0/8 - The student would not have time for a site visit or phone call during the WIL activity
- 1/8 - It is not relevant or necessary for our program
- 5/8 - Other (please specify)
 - we always visit
 - n/a
 - We visit and meet f2f (no phone calls) 6/16/2020 8:03 PM
 - Always site visit, it is rare to call
 - Instructor of Career Opportunities Practicum takes care of contact and work

Q 59. If there is an issue during the WIL activity, who does the student typically contact for support (select one)?

Respondent answers:

- 7/15 - WIL Instructor
- 2/15 - Dept. Leaders
- 1/15 - Dept. Staff
- 2/15 - Practicum Coordinator
- 1/15 - Program Coordinator
- 2/15 - Other (please describe)
 - Either the WIL instructor or the instructional assistant
 - 3rd party agency

Q 60. If there is an issue during the WIL activity, who does the employer typically contact for support?

Respondent answers:

- 6/15 - WIL Instructor
- 4/15 - Dept. Leaders
- 0/15 - Dept. Staff
- 2/15 - Practicum Coordinator
- 0/15 - Program Coordinator
- 3/15 - Other (please describe)
 - Instructor or Program Assistant
 - Instructional Assistant
 - 3rd party agency

Q 61. Which of these Career Readiness competencies are explicitly evaluated during the WIL activity, by the instructor and/or the employer? (i.e. those that students know they should be demonstrating or working on during the WIL activity – check all that apply)

Respondent answers:

<i>PROGRAM</i>	<i>VISITS</i>
<i>Critical Thinking/Problem Solving</i>	80%
<i>Oral/Written Communication</i>	60%
<i>Teamwork/Collaboration</i>	80%
<i>Digital Technology</i>	27%
<i>Leadership</i>	33%
<i>Professionalism/Work Ethic</i>	100%
<i>Career Management</i>	60%
<i>Global/Intercultural Fluency</i>	33%

Q 62. After the WIL activity, is the student debriefed about the development of their career readiness competencies

Respondent answers:

- Yes – 80%
- No – 7%
- N/A – 13%

Q 63. Describe the assessment tools or other methods used to debrief the development of career readiness competencies with the student, at the end of the WIL activity (if the student is not debriefed on career readiness, please answer n/a)

Respondent answers:

- Student is shown the feedback provided by the host employer prior to the student's briefing
- Hosts are presented with a Student Evaluation which they complete and return to the college after reviewing the content with the student.
- voluntary practicums not marked or assessed
- Students fill out a program and practicum evaluation
- Orally
- The assessment tool from the organization and the student is used in the debriefing
- A graded practicum booklet and the evaluation sheet (5 pages) filled out by the instructor and by the host supervisor separately.
- We ask that the student write a brief essay about the location , to show other students. to help the next student wishing to go to this location
- n/a (x2)
- Not sure. Instructor might know
- We have a handout for the student to reflect on their practicum and then a sharing of experiences with the whole class. We also look at what challenges occurred to address before going on the next practicum
- supervisor evaluation
- We use the same checklist described in the site visits question - both student and employer fill it out again so we can see if there has been any growth. 2. Students do job interviews with multiple employers and are given feedback on their performance in those job interviews after the Practicum is finished.
- End of term discussions are held with Host employers. Self-evaluations are conducted by students at mid and end points of the practicum. Evaluations are conducted by employers at mid and end points of the practicum. There is a wrap up class to debrief which also includes VCCIE in attendance to discuss important permit related questions.

Q 64. Describe the assessment tools or other methods used the employer/organization host use to evaluate the student's WIL performance (select all that apply)

Respondent answers:

- Exit Interview (7%)
- Progress report (13%)
- Grading (satisfactory/unsatisfactory) (27%)
- Evaluation criteria matrix or checklist (53%)
- Reference letter (7%)
- Other (27%)
 - Just assessed for attendance and willingness to complete
 - If student is successful in work experience, usually the sponsor hires the student
 - Same as for students, details listed under site visit questions
 - Host employer evaluation tools vary besides our own evaluation tool. Organizations/student have varied forms as listed above. But this is privacy and/or proprietary information.

Q 65. What aspects of the student's WIL performance does the employer evaluate? (please list top 3)

Respondent answers:

- Attendance, punctuality, job duties performed, attitude
- Theory application Accuracy Production
- Attendance, willingness to attend and be inclusive
- Punctuality, effective communication, ability to perform administrative & clinical procedures
- Professionalism, willing to take on tasks, attitude
- Performance - attendance/punctuality - work ethic/ teamwork
- This comes from the college: professionalism, team work, communication, promotion of children's physical, cognitive, emotional development, creativity, guidance, problem solving.
- General. Looking at skills, work ethics and teamwork, willingness to help and to be open to multiple tasks and duties
- Timeliness, work ethic, suitability to job/company
- Professionalism, timeliness, effectiveness, suitability for further work
- Professionalism/attitude skills and abilities speed
- Skills, workplace etiquette, and communication
- See details listed under site visits questions
- Performance, Critical Thinking, Leadership and professionalism
- Already stated previously

Q 66. Do students complete self-reflection or self-assessment as part of the WIL activity?

Respondent answers:

- Yes – 80
- No – 20%

Q 67. How do students complete the self-reflection? (select all that apply)

Respondent answers:

- Final report (20%)
- Written reflective assignment/journal (40%)
- Completes a form (40%)
- Oral report (13%)
- Presentation (13%)
- Not applicable (13%)
- Other (13%)
 - Students discuss their work experience informally, the ones that get employed while still in school brag to the others about how they are getting paid
 - Previously stated

Q 68. What is the student asked to reflect on? list top 3)

Respondent answers:

- How they felt the practicum went What duties they performed on the practicum, any new skills they might have learned Were they prepared for the practicum?
- N/A x 3
- Were they given a variety of tasks to complete, were they given adequate instructions to complete tasks, would they recommend the host to other students
- Student is asked to reflect on the experience and the difference between school and real job expectations and what it will take to succeed post graduation.
- The student will write a journal entry for each day they were on practicum and the instructor will provide written and/or verbal feedback
- Professional ethics, learning progress, areas to work on, goals for the next practicum
- How was the time at location , things that you did well at , new methods or jobs that they did
- Learning undertaken during the practicum. Suitability as a career choice. Possibilities for further career development.
- if they enjoyed, felt included and respected at their site what tasks they did what challenges they incurred
- Struggles and inspiration
- See details on the assessment checklist under site visits question
- If their goals where met; what they have learned; what would they change
- Course reflection and how they have incorporated program into their experiences-goal reflections of pre-start of CBM program, to goal reflection during program. Goal setting moving forward-what advice the would they future students (or do differently) to students 1) starting the program 2) starting the practicum.

Q 69. Do you evaluate the student based on the learning outcomes in the WIL course?

Respondent answers:

- Yes – 33%
- No – 27%
- We don't have a WIL course – 7%
- Evaluate based on program learning outcomes – 33%

Q 70. In what ways do you engage employers/organizations? (select all that apply)

Respondent answers:

- Appreciation/awards events (40%)
- Career/Hiring events/fairs (33%)
- Mock interviews (20%)
- Guest speakers (73%)
- Host WIL activity (60%)
- Other (13%)
 - PAC – an annual event for some employers to attend to share with current students and families
 - Connecting over social media & taking on client projects in the students second year

Q 71. When you solicit new employers/organization hosts, what are the top 3 things you want them to know about the WIL activity for your program?

Respondent answers:

- Students are there to gain experience (treat them like one of their employees) Give them a variety of tasks to expose them to the different aspects of the office
- Days and hours of activity Extent of student training with authentic dictation Extent of student training with voice recognition software
- That this a great hiring avenue for the employer
- Our program assistant maintains our pool of practicum hosts, she would better answer this question
- Contribution to industry Opportunity to mold student to their organization To contribute to students learning
- The students are mainly there to observe and learn from qualified professionals.
- Our program and philosophical approach - Practicum expectations from the student - General practicum organization, assessment, required hours, etc.
- How well prepared the students are. That students have a great attitude . Willingness to learn
- The value of being able to try out a potential employee risk free and for no cost. if they are a good fit then they usually hire them.
- Give the employer a clear message that this can't be just free labour -the student needs to be learning. Clearly agreed-upon hours and schedule. Expecations for a review after the practicum.
- Our students have some kind of disability. We are looking for real life experience. Honesty. We are here to support
- Length of time, number of students, and timing during the year
- We've had great success with our practicum program 2. We're looking for mentorship for our students 3. We want them to be treated as though they are employees at the company but with extra mentorship
- That our students need to obtain industry work experiences at different levels in an organization. This also depends on what a student already knows or brings to the company.
- See previous responses about the needs of the instructors for this practicum program

Supporting Students with Disabilities in WIL

The Scan also asked questions about how students with disabilities are supported in the WIL process. This aligns with the MAEST's goal to increase or enhance placements for underrepresented groups, including students with disabilities.

Q 72. Do you advise students with disabilities on career options and the job market, during WIL preparation or in general?

- Yes – 53%
- No – 47%

(Note: this question seeks to understand if departments support student with disabilities on career options, not whether or not they are willing to do so.)

Q 73 What are some of the career guidance topics you have discussed with students with disabilities (select all that apply)

Understand & express their rights in the workplace – 50%

Handle discriminatory comments & acts from coworkers – 38%

If and how to disclose a disability – 75%

How to express & articulate strengths & abilities related to the job – 75%

Other – 4%

- n/a
- How to use Disability Services to get accommodations for their practicums
- We treat all students the same whether disabled or not. So every student gets training on their rights in the workplace as well as how to handle discrimination
- Different types of design work and ways of structuring your professional life around personal needs

Q 74. Does your program sometimes have students with disabilities who participate in WIL activities?

- Yes – 87%
- No – 13%

Q 75. Do you advise students with disabilities who would like to participate in WIL but are unable to due to various barriers along the way?

- Yes – 27%
- No – 73%

Q 76. Do you provide resources/guides for employers/organization hosts to encourage or enhance WIL placements for students with disabilities?

- Yes – 27%
- No – 73%

Q 77. Please describe the resources/guidance provided

- n/a (x8)
- Our program assistant might be able to respond to this question, I have only recently taken over as the instructor
- This depends on the student and how much they want to disclose to the centre
- I have met with employers to discuss the student
- We have had deaf students participate in work experience. And sponsors have hired the deaf students following the work experience. We have assisted the students and employers to set up appropriate work environments for students with disabilities. For the deaf students we have helped them set up their shops so that a deaf Heavy duty Mechanic could work safely. Lights with emergency sirens, changing certain processes. Honking while backing up doesn't work for a deaf student.etc.
- Not specifically- we have responded to questions that arose
- We have a general handout for our host employers as well as an initial interview/conversation specific to the student that they are hosting
- Our program has yet to have a student with disabilities, questions 72-76, does not have a "n/a" option to response. Should there be a student with disability, we would assist them too, so these question will have a biased negative response without a "n/a" option.

Q 78. Do you ever involve VCC Disability Services in arrangements for on-the-job accommodations during WIL activities for students with disabilities?

- Yes – 33%
- No – 87%

Q 79. Why don't you involve VCC Disability Services in arrangements for on-the-job accommodations during WIL activities for students with disabilities?

- n/a
- Employers have been unwilling to host students with disabilities
- Students with disabilities generally are not suited for the AST programs. We have had a deaf cohort in the past but in general it was not all that successful
- Most of our students would have to self identify their disabilities therefor privacy issues come into play.
- There has not been a need thus far
- It never came up. I will use the service for future situations
- It has not been needed thus far but we would if it was required
- It hasn't come up
- We have not had the need of the VCC Disability Services when we talk about work experience

Q 80. Without disclosing specifics, what kinds of functional accommodations has your department helped employers to develop during WIL placements? (do not list types of disabilities or specific diagnoses, just briefly list functional adaptations that were implemented)

- n/a (x7)
- I have recently joined the department as an instructor, our Program Assistant or Department Head (former MOA instructor) might be able to elaborate. I believe we may have had students with visual impairments. 2 recent students I am aware of did not want to identify as impaired. I believe if students do self-identify, that we then get Disability Services involved.
- Hours of work, assigned time for student questions and additional guidance
- For D&HH we had two sign language interpreters in the classroom. Used extra materials to help visually get the information to the students
- Adding visual systems to replace traditional audible alarms/ processes. adding vibration alerts to replace audible alerts. etc.
- Extra time for completion. Request for frequent clear directions to be repeated.
- Dependent on each individual student, it is more of sharing strategies that proved beneficial for that particular student
- Shortened work hours
- We have not needed to do this yet but we would work with Disability Services to find solutions if necessary.

Q 81. If relevant, what accommodation have employers provided to allow participation of students with disabilities during a work placement? (do not list types of disabilities or specific diagnoses, just briefly list functional adaptations that were implemented by the host organization without support from VCC)

- I am not directly aware, please check with our Program Assistant or Department Head
- Nothing specific
- Provided more guidance, accommodated work hours, repeated instructions if needed
- Taken extra time to explain the job details and responsibility to the new employer. To help this employer be successful in the work place
- Adapting processes to accommodate specific needs of students
- May happen but would be very specific to the student they are hosting
- Shortened work hours
- We haven't needed employers to provide any accommodations yet
- n/a (x7)

Q 82. Are you aware of students with disabilities who participate in your WIL activities who receive supports outside VCC to assist with those WIL activities (ex: Open Door Group, JobsWest, Neil Squire, etc.)

- Yes – 13%
- No – 83%

Q 82. From which organizations?

- DDA
- ODG
- JobsWest
- BC WIN

General WIL & Career Readiness Partnerships

Q 84. Does your department or program area work with any external partners as part of a dedicated WIL or career readiness skills development project or program?

- Yes – 27%
- No – 40%
- I don't know – 33%

Q 88. Please describe this project, program, or partnership

- YMCA – we currently have partnership with the YMCA Youth Employment Program Musqueam ECCE Program
- We have some sponsors that are part of our PAC
- Retail partners and clothing clients
- StepWest

Appendix 1 – CEWIL Definition and WIL Types

WIL DEFINITIONS



Co-operative
education and
work-integrated
learning



Enseignement
coopératif et
apprentissage
en milieu de travail

Work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student's academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization and a student. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning.

Below are the following types of WIL endorsed by CEWIL (2018) and their typical attributes:

Apprenticeship:

Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journeyperson in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.

Co-operative Education (co-op alternating and co-op internship models):

Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.

Internships:

Offers usually one discipline specific (typically full-time), supervised, structured, paid or unpaid, for academic credit or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.

Entrepreneurship:

Allows a student to leverage resources, space, mentorship and/or funding to engage in the early-stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit.

Service Learning:

Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community based organization to apply their disciplinary knowledge to a challenge identified by the community.

Applied Research Projects:

Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects.

Mandatory Professional Practicum/Clinical Placement:

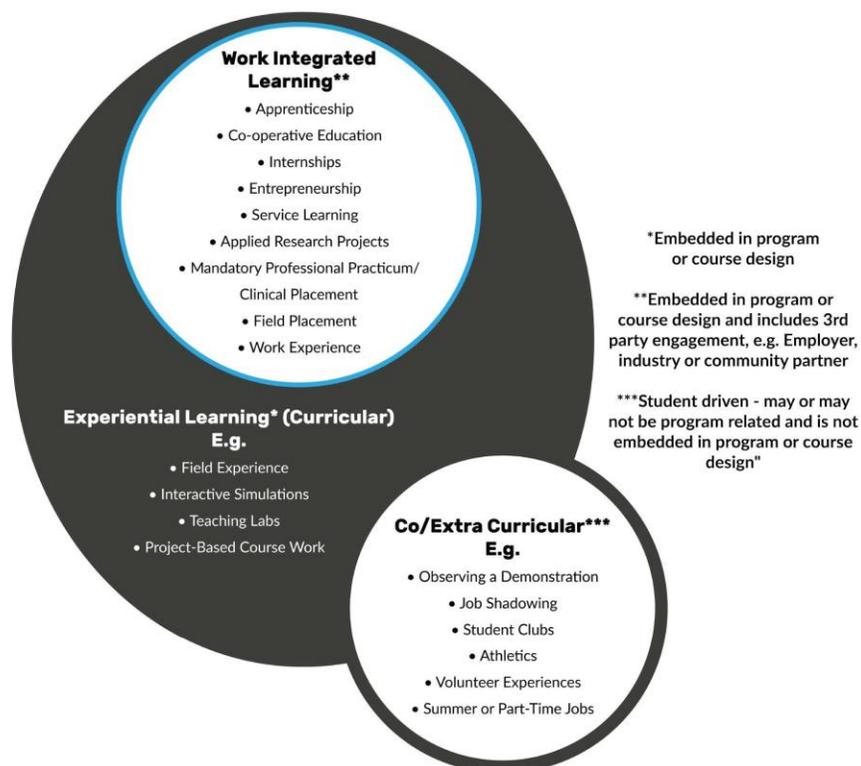
Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.

Field Placement:

Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.

Work Experience:

Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals.



Appendix 2 – Outcomes-Based Experiential Learning Framework – Hoessler & Godden

OBEL Template 3: Overall Aligned Plan

Opportunity: Stakeholders:		Outcomes Known Outcomes: Potential Outcomes:	Design Factors Social and physical context: Level of Responsibility: Level of Scaffolding: Sequence: Length of time, frequency:
Activity/Activities Initial ideas: Revised (considering alignment):		Assessment Initial ideas: Revised (considering alignment):	
Evaluation			
Check for alignment: (By whom, when, how) Check for implementation: (By whom, when, how)		Outcome(s) to evaluate: (By whom, when, how)	

Reflection:

What did you discover during this activity?

Designing Feasible, Focused, and Flexible Experiential Learning in Challenging Times!

Lorraine Godden, Ironwood Consulting, Carleton University
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 Carolyn Hoessler, Higher Education & Beyond,
 Thompson Rivers University carolyn@hedbeyond.ca



Missing questions

Responses to some questions were not included in the body of this report. Remaining responses are included here.

Q4 4. Briefly describe the main features of the experiential learning component(s) of your program (1 or 2 sentences or 3-4 bullet points)

Answered: 28 Skipped: 0

1	provide office/administrative support in an office setting apply the computer skills learned from program gain experience in working with others in an office
2	NA
3	Transcribing dictated reports by physicians from a variety of specialties.
4	Please contact the Sarah Stirling the Practicum Coordinator for CNSK for more clear learning component.
5	Students go out into Health Authority clinical sites for both group clinical and single practicums. Students go into health care community sites for projects.
6	Students have their practicum in a physician's offices or clinic where they will greet, register and manage patients in person and over the phone. They will perform clinical procedures including taking vital signs, height/weight, infant weight and measurements, urinalysis, assisting with minor procedures including vaccinations, and they are also tasked with medical billing and, in some offices, transcription of letters and reports.
7	Our students provide customer service; booking & confirming appointments, retail sales, homecare & consultation while learning at our simulated reception desk. Students provide hair and esthetic services to clients, they consult, recommend and advise clients on the best services and treatments for their individual needs. Students learn how to secure practicum work through resume and communication workshops. Students spend 2 - 3 weeks learning real-life skills from leading salons and spas. Instructors visit locations and students provide journals to assess learning
8	Real world experience in a working shop environment Live training aids to simulate work experiences Interactive online experiences
9	Students do a work practicum a commercial shop towards the end of the program. This allows the students to get real life trade related experience and possibly a job offer.
10	Daily theoretical instruction in Asian cooking, followed by instruction in the kitchen classroom where students practice technical cooking skills by contributing to the daily operation of a VCC food service.
11	Our students visit a variety of steel construction sites, steel fabrication shops and steel detailing firms to see first hand how the content we discuss in class comes together in reality.
12	Early Childhood Education students attend 3 practicums throughout their studies in licensed early years settings supervised by the centre host and guided by the college instructor. The students work directly with children and families next to the program staff. Some practical assignments and projects have to be completed and evaluated by the host and the college instructor.
13	Cafeteria downtown and broadway campus, plus two restaurant services, lunch and dinner, and practicum placements with industry partners.
14	Projects are completed in professional jewellery workshops. Repair clinic: under supervision, students take in jewellery repairs from the college community for processing in jewellery workshop. Also, there is a student sale in the lobby where they sell their work.
15	two week practicum in a law office or legal department doing same tasks as when employed
16	* Field trips to industry areas *Group project/Learning as a team * Completion of program with practicum.
17	occasionally do a work program. Not all students
18	Student can participate in voluntary work experience. Students attend VCC Monday to Thursday (25hrs per week) and then Fridays go out to sponsors and work on site under their supervision.
19	Music students work within the music industry as performers, composers, managers, sound designers, and technicians throughout their time as students. Performance Techniques and Career Opportunities classes included project-based and field experience.

20	In the FSC program students have experiential learning here at VCC in the kitchen/cafeteria and then go on three 4 week practicums in the industry.
21	-fashion cycle classes have students working with various members of the industry to create products for sale.
22	- Graphic design projects for real-world clients (about six months of second year) - A 3-4 week practicum where students work full-time at an industry partner (usually a design agency or studio, sometimes a print shop) - Occasional field trips to print shops or design agencies, depending on instructor's course plans
23	There is no experiential learning component included in this program.
24	Students will obtain hand-on Hospitality Industry work experiences where they can practice their theories learned.
25	Students work on projects in the labs based on building projects completed, and donated from industry
26	* clinical instruction & supervision * observation and assessment * daily post-clinical conference * reflective journaling
27	Students complete a 14-week practicum placement, of 30+ hours per week in the final term (Term 4) of their studies. The final term is solely the students practicum placement course.
28	Learning how different electrical components act in the electrical circuits by assembling experimental boards

Q13 13. Select 1-3 of the following principles that most often guide how your department addresses the career readiness competency of Career Management:

Answered: 27 Skipped: 1

ANSWER CHOICES	RESPONSES
is a life-long process of blending & managing paid and unpaid activities, learning (education), work (employment, entrepreneurship), volunteerism and leisure time	62.96% 17
entails determining interests, beliefs, values, skills and competencies & connecting those with market needs	48.15% 13
involves understanding options, navigating with purpose and making informed choices	55.56% 15
should be self-directed	25.93% 7
means making the most of talent and potential	11.11% 3
can be complex and complicated	22.22% 6
is often supported and shaped by educators, family, peers, managers, and the greater community	51.85% 14
is dynamic, evolving and requires continuous adaptation	44.44% 12
Total Respondents: 27	

Q14 14. Check all the types of courses in which you cover career readiness competencies (check all that apply):

Answered: 27 Skipped: 1

ANSWER CHOICES	RESPONSES
As part of a work-integrated learning preparation course (IE: Practicum Prep)	51.85% 14
During a dedicated career course (IE: Job Search)	44.44% 12
Part of general curriculum that is delivered throughout your program (IE: throughout multiple courses)	77.78% 21
None of the above	0.00% 0
Other (please describe)	11.11% 3
Total Respondents: 27	

#	OTHER (PLEASE DESCRIBE)	DATE
1	This is embedded in the program. They will not progress if they do not achieve career competencies to a certain level at each point in the program.	6/23/2020 11:05 AM
2	One course in Business Management prepares students for entrepreneurship	6/9/2020 3:07 PM
3	We have incorporated career readiness into portfolio development courses as well as design courses that cover self-directed learning projects, learning plans, and career plans.	6/1/2020 11:19 AM

Q30 20. How many credits are assigned to your WIL activity?

Answered: 16 Skipped: 12

ANSWER CHOICES	RESPONSES
0	18.75% 3
1-1.5	6.25% 1
1.5-3	37.50% 6
4-5	25.00% 4
Other (please specify)	12.50% 2
TOTAL	16

#	OTHER (PLEASE SPECIFY)	DATE
1	7.0	6/16/2020 3:41 PM
2	10.5	5/28/2020 9:44 AM

Q33 23. Do you have a WIL (i.e. practicum) manual or have you documented your WIL process?

Answered: 15 Skipped: 13

ANSWER CHOICES	RESPONSES
Yes	66.67% 10
No	33.33% 5
TOTAL	15

Q36 26a. If you use an assessment tool to assess a student's career readiness to participate in WIL, what tool do you use? (if you don't use an assessment tool, answer n/a)

Answered: 15 Skipped: 13

#	RESPONSES	DATE
1	n/a	6/23/2020 2:14 PM
2	Transcription of authentic dictation files.	6/23/2020 1:24 PM
3	n/a	6/21/2020 6:26 PM
4	Theory tests and practical assessments	6/16/2020 7:13 PM
5	n/a	6/16/2020 3:58 PM
6	As above	6/16/2020 12:30 PM
7	n/a	6/11/2020 2:31 PM
8	observing the students work habits	6/10/2020 10:33 AM
9	n/a	6/9/2020 9:58 AM
10	n/a	6/5/2020 11:37 PM
11	performance in the program in their attendance/punctuality, professionalism and independence	6/3/2020 10:53 AM
12	n/a	6/1/2020 12:17 PM
13	n/a	6/1/2020 11:27 AM
14	n/a	5/30/2020 11:20 AM
15	n/a	5/28/2020 9:49 AM

Q37 26b. What kinds of information is captured on your readiness assessment tool? (if you don't use an assessment tool, answer n/a)

Answered: 15 Skipped: 13

#	RESPONSES	DATE
1	n/a	6/23/2020 2:14 PM
2	Accuracy and speed.	6/23/2020 1:24 PM
3	n/a	6/21/2020 6:26 PM
4	Communication, tools use, hygiene, product knowledge etc	6/16/2020 7:13 PM
5	n/a	6/16/2020 3:58 PM
6	N/A	6/16/2020 12:30 PM
7	n/a	6/11/2020 2:31 PM
8	integrity , professionalism ,mannerism	6/10/2020 10:33 AM
9	n/a	6/9/2020 9:58 AM
10	n/a	6/5/2020 11:37 PM
11	We are looking that the student is able to attend class regularly and on time, act professionally and be able to independently attend their practicum with support	6/3/2020 10:53 AM
12	n/a	6/1/2020 12:17 PM
13	n/a	6/1/2020 11:27 AM
14	n/a	5/30/2020 11:20 AM
15	n/a	5/28/2020 9:49 AM

Q47 36. What format is used for the learning plan?

Answered: 15 Skipped: 13

ANSWER CHOICES	RESPONSES
Word document	46.67% 7
Excel template	13.33% 2
Verbal	53.33% 8
Not applicable	26.67% 4
Other (please specify)	13.33% 2
Total Respondents: 15	

#	OTHER (PLEASE SPECIFY)	DATE
1	demo , student then ask to do the task	6/10/2020 10:33 AM
2	Company LMS and platforms	5/28/2020 10:01 AM

Q55 44. What tools do you use to keep track of placement student/employer matches? (ie: how do you track which students go to which employer) (select all that apply):

Answered: 15 Skipped: 13

ANSWER CHOICES	RESPONSES
Excel	60.00% 9
Word documents	40.00% 6
CRM software	0.00% 0
Other (please specify)	40.00% 6
Total Respondents: 15	

#	OTHER (PLEASE SPECIFY)	DATE
1	HSPNet	6/23/2020 1:33 PM
2	those who show interest as well as mark and student attendance	6/23/2020 1:04 PM
3	Instructor keeps track of student/employer matches	6/17/2020 2:07 PM
4	unkown	6/5/2020 11:43 PM
5	Student files.	5/30/2020 11:29 AM
6	same as previous answer.	5/28/2020 10:05 AM

Q57 46. What format do you use to keep employer profile type information?

Answered: 15 Skipped: 13

ANSWER CHOICES	RESPONSES	
Word document	33.33%	5
Excel document	73.33%	11
Access data base	0.00%	0
Not applicable	6.67%	1
Other (please specify)	26.67%	4
Total Respondents: 15		

#	OTHER (PLEASE SPECIFY)	DATE
1	HSPNet	6/23/2020 1:34 PM
2	not sure- instructor keeps info	6/5/2020 11:44 PM
3	SurveyMonkey	6/1/2020 11:41 AM
4	This information comes from but is not limited to the Interview Week.	5/30/2020 11:31 AM

Q58 47. How often are your WIL activities channeled through HR at an employer/organization host site?

Answered: 15 Skipped: 13

ANSWER CHOICES	RESPONSES	
Always	0.00%	0
Often	26.67%	4
Sometimes	26.67%	4
Rarely	20.00%	3
Never	26.67%	4
TOTAL		15

Q61 50. How many times does someone from VCC visit the site when a student is doing a WIL activity?

Answered: 11 Skipped: 17

#	RESPONSES	DATE
1	once	6/23/2020 3:10 PM
2	1 or 2	6/23/2020 1:37 PM
3	Once	6/21/2020 7:06 PM
4	Site visits generally happen once or twice a week during the length of the WIL activity.	6/17/2020 2:20 PM
5	1-2 times over three weeks	6/16/2020 8:00 PM
6	Answered above: 2 times per practicum/ 3 times in case of practicum extensions.	6/11/2020 3:07 PM
7	usually four times ,could six times	6/10/2020 10:34 AM
8	usually 2-3 times per week	6/3/2020 11:11 AM
9	once	6/1/2020 1:15 PM
10	Twice - one halfway through and one at the end	6/1/2020 11:47 AM
11	1	5/28/2020 10:09 AM

For phone visits during placement, who from VCC usually makes those calls

Q65 54. Who in your area typically makes the call? (job title)

Answered: 9 Skipped: 19

ANSWER CHOICES	RESPONSES	
WIL course instructor	77.78%	7
Dept. Leaders	0.00%	0
Dept. Staff	0.00%	0
Practicum Coordinator	0.00%	0
Program Coordinator	22.22%	2
Other (please describe)	0.00%	0
TOTAL		9

#	OTHER (PLEASE DESCRIBE)	DATE
	There are no responses.	

WIL Course Names – Recommendations for VCC**BASE programming WIL** (non-health) (all are unpaid except Hosp. Man & some in Bus. Management)

Program	Hours	Current name	Recommended name
Admin Professional	90	Admin Prof Practicum	Work Experience
Baking & Pastry- Artisan/Pastry/ESL	100	Work Experience	Work Experience
Business Management	420	Workplace Practicum	Internship
Culinary Arts Intl	100	Culinary Practicum	Work Experience
Food Service Careers (CACE)	100x3	Practicum 1/2/3	Work Experience
Graphic Design	130	Practicum	Work Experience
Hairstylist (Foundation 2 & 3)	?	?	Work Experience
Hospitality Management	500	Industry Work Experience	Internship
Legal Admin Assistant	70	Practicum	Work Experience
MOA	75	Practicum	Work Experience
Med Transcript	50	Practicum	Work Experience
Music?	0?	Career Opportunity Practicum	Work Experience?
Prof Cook 1 EAL (Intl)	140 (2x70)	Cook Practicum 1 – Intro/Cook Practicum 2 – Advanced	Work Experience 1 & 2
Retail & Hosp Careers (CACE)	50/125/125	Practicum 1/2/3	Work Experience
Job Readiness Program	22/44/44	Work Experience 1/2/3	Work Experience 1/2/3

Continuing Studies (CS) WIL

Program	Hours	Current name	Recommended name
Counselling Skills	135	Practicum	Practicum
ECCE	80/80/120	Practicum 1/2/3	Practicum1/2/3
Fashion	120	Practicum	Work Experience
MDRT	400	Clinical	Clinical

HEALTH/Regulated WIL – defer to regulator standards

Program	Hours	Current name
Access to Practical Nursing?	120/65/200/180	Consolidated Practice Experience A/3/4 - Preceptorship
Acute Care for HCA	60	Clinical
Dental Assisting?	247/384/321	Clinical Practice 1/2/3
Dental Reception	64	Practicum
Dental Tech	570	Practicum
Denturist	180/180/360	Practicum/Preceptorship
Health Care Assistant/EAL	60/60/150 - 60	Clinical 1/2/3 - Practicum
Health Unit Coord	90/150	Practicum 1/2
Medical Lab Assist	120	Practicum
Nursing (BScN)	195/195/195/204/270 - 360	Clinical Practice 1/2/3/4/6 – Focused Preceptorship
OPTA (Rehab Assist)	200/240/240	Practicum 1/2/3
Pharmacy Tech	30 /360	Clinical/Practicum
Practical Nursing		



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 10, 2023

ISSUE: IELTS One Skill Retake for English Language Proficiency

BACKGROUND:

IELTS (the International English Language Testing System) is a standardized test of English language proficiency. There are two versions of the test: General and Academic. VCC accepts the IELTS Academic version as one of the ways students can meet English Language Proficiency requirements. The IELTS Academic test assesses four English language skills: listening, reading, writing, and speaking. The test takes 2 hours and 45 minutes to complete (listening: 30 minutes; reading: 60 minutes; writing: 60 minutes; speaking: 14 minutes) and must be taken in one sitting. Test takers receive a score on a scale of 0 – 9 for each skill (referred to as a ‘band’), as well as an overall score.

VCC’s English language proficiency requirements specify the overall score and band scores required for admissions purposes. For example, an applicant who is submitting an IELTS result to meet an English language proficiency level of English 12 with a ‘C’ must have a minimum overall IELTS score of 6.5, with no individual band score less than 6.0.

In September 2023, the IELTS One Skill Retake was launched in Canada. This test provides individuals with an opportunity to re-test one skill, rather than retaking the entire test.

- IELTS One Skill Retake allows test takers to retake one section of their four-part English language test **within 60 days of the original test date.**
- Test takers can only complete **one IELTS One Skill Retake per full IELTS test.**
- The format, timing, and scoring is the same as the full IELTS test. Results show scores for all four skills, with the retake skill identified.

The IELTS One Skill Retake is currently accepted by over 30 organizations and post-secondary institutions in Canada, including:

- Capilano University
- Kwantlen Polytechnic University
- Thompson Rivers University
- University of British Columbia

- University of Northern British Columbia
- British Columbia College of Nurses and Midwives

CONCLUSION:

The VCC Registrar's Office will accept IELTS One Skill test results as part of an applicant's documented evidence of meeting admissions requirements to VCC programs.

PREPARED BY: Dave McMullen, Registrar

DATE: October 6, 2023

Concept Paper: Clean Energy Technology

Name of Program:

Clean Energy Technology

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

January 2025

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

PART 1: CONCEPT

Purpose and Context

1. Describe in detail the program's goals and objectives, including a list of the occupations or roles that graduates will be prepared for.

Program Goals and Objectives:

1. **Technical Expertise:** Graduates will demonstrate proficiency in electrical systems, including installation, maintenance, and repair of various components, from motors and starters to conductors and cables.
2. **Renewable Energy Knowledge:** Students will have a solid understanding of various clean energy sources, including solar, wind, hydro, geothermal, and tidal energy systems.
3. **Safety Competence:** Graduates will be well-versed in workplace safety practices, including the use of PPE, lockout/tagout procedures, and safe work environment maintenance.
4. **Code Compliance:** Students will be able to interpret and apply relevant codes, standards, and regulations, such as the Canadian Electrical Code, ensuring the safety and legality of their work.
5. **Communication Skills:** Graduates will exhibit effective communication skills, both written and oral, enabling them to convey technical information clearly and professionally.
6. **Project Management Proficiency:** Students will understand project lifecycles, roles, and responsibilities within a project team, enabling them to contribute to successful project outcomes.
7. **Environmental Consciousness:** Graduates will recognize the importance of sustainable practices in the energy sector and their impact on the environment.

Occupations or Roles Graduates Will Be Prepared For:

Upon completion of the program, graduates will be well-prepared for a range of occupations and roles within the clean energy field and related industries. These include:

1. **Electrical Apprentice:** Graduates can begin their careers as electrical apprentices, contributing to electrical installations, maintenance, and repairs in various settings.
2. **Renewable Energy Technician:** With knowledge of various clean energy sources, graduates can work as technicians in solar, wind, hydro, geothermal, and tidal energy systems.
3. **Project Coordinator:** Graduates can assist in the coordination and management of clean energy projects, ensuring successful implementation and adherence to timelines.
4. **Energy Efficiency Specialist:** With expertise in energy efficiency calculations and technologies, graduates can advise on optimizing energy usage in residential and commercial buildings.
5. **Electrical Systems Maintenance Technician:** Graduates can specialize in maintaining electrical systems, including low voltage distribution, motor starters, and control systems.
6. **Energy Auditor:** Equipped with the ability to perform energy audits, graduates can evaluate energy usage in buildings and recommend improvements.
7. **Clean Energy Consultant:** Graduates can offer consultancy services to individuals, businesses, or governments on adopting clean energy technologies and practices.
8. **Project Manager:** With project management skills, graduates can take on roles overseeing the planning, execution, and completion of clean energy projects.
9. **Technical Writer:** Graduates can communicate technical information effectively, producing documents, reports, and manuals for the clean energy sector.
10. **Environmental Advisor:** Armed with an understanding of the link between energy and the environment, graduates can provide advice on environmentally sustainable energy choices.
11. **Solar PV Installer:** With knowledge of solar energy systems, graduates can work in the installation, maintenance, and repair of solar photovoltaic systems.
12. **Wind Turbine Technician:** Graduates can specialize in the installation, maintenance, and repair of wind turbine systems.
13. **Energy Manager:** With the ability to calculate energy requirements and implement energy-efficient solutions, graduates can manage energy usage for various facilities.
14. **HVAC Technician:** Graduates can work in the heating, ventilation, and air conditioning field, implementing energy-efficient solutions.
15. **Automation Systems Specialist:** With expertise in automation systems, graduates can work on integrating advanced controls into energy systems.
16. **Environmental Policy Analyst:** Graduates can contribute to energy policy development and analysis, both at local and global levels.

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

Academic Innovation: The clean energy technology program addresses the Academic Innovation priority by delivering sustainable and responsive programming. It prepares graduates for roles in renewable energy, electrical systems, and sustainable practices, directly catering to evolving learner, community, and employer needs. The program's incorporation of

technical expertise, energy efficiency calculations, and industry standards aligns with VCC's commitment to innovation in education.

Empowered People and Inclusive Culture: The program resonates with the Empowered People and Inclusive Culture priority by promoting inclusivity, wellbeing, and personal development. It focuses on safety practices, personal protective equipment, and maintaining a safe work environment, fostering a culture of respect and wellness. Furthermore, the program's emphasis on effective communication and workplace correspondence cultivates skills that align with VCC's commitment to an inclusive and diverse culture.

Engaged Communities: The program contributes to the Engaged Communities priority by preparing graduates for roles that forge meaningful relationships and strategic partnerships. Graduates are poised to engage with diverse communities, such as indigenous groups and equity-deserving populations, through their roles as renewable energy technicians, project coordinators, and consultants. The program's focus on sustainability and environmental awareness aligns with VCC's commitment to community impact.

Operational Excellence: The program's technical focus and adherence to codes and regulations resonate with the Operational Excellence priority. Graduates are equipped with the skills needed to advance system integration, risk management, and fiscal responsibility in clean energy systems. The program's emphasis on safety practices and risk mitigation aligns with VCC's aim to improve operational practices.

Indigenization and Reconciliation: The program indirectly aligns with VCC's commitment to Indigenization by fostering environmental sustainability and ethical energy practices. By training students in renewable energy sources and responsible installations, the program contributes to broader sustainability goals and environmental stewardship, resonating with VCC's dedication to reconciliation.

Technology and Innovation: The program aligns with VCC's commitment to technology and innovation by training graduates to use electrical test equipment, automation systems, and advanced controls. These skills prepare graduates to leverage technology effectively in clean energy systems, aligning with VCC's vision for digital transformation.

In essence, the clean energy technology program echoes the fundamental priorities and objectives of VCC's Strategic Innovation Plan. By addressing the academic, people-centric, community engagement, operational, and technological dimensions, the program not only aligns with the plan but also contributes to the realization of VCC's vision for an innovative and sustainable future.

3. How does this program relate to and/or support other programs at VCC?

Hands-On Training: The clean energy technology program's emphasis on technical skills, installation, and maintenance could support programs that require practical skills and hands-on training. Collaborations with electronics repair technology programs, for instance, could lead to shared lab spaces and resources, benefiting students from both programs.

Community Engagement: The clean energy technology program's focus on community impact and partnerships could align with programs centered around community engagement, social development, or indigenous studies. Collaborative projects could work towards implementing sustainable energy solutions in local communities.

The clean energy technology program has the potential to interact and support various programs at VCC through interdisciplinary collaboration, shared resources, practical training, research initiatives, and community engagement. Its technical focus, sustainability orientation, and real-world applications make it an asset that can enrich the educational experience and outcomes of students across multiple disciplines.

Needs Assessment

4. What educational need is this program intended to meet?

This program addresses a critical educational need by bridging the gap in the rapidly evolving field of clean energy technology. As global concerns about environmental sustainability and energy efficiency intensify, there is a pressing need for skilled professionals who possess a comprehensive understanding of clean energy systems, electrical technologies, and sustainable practices. The program fulfills the need for a specialized curriculum that equips students with technical expertise in renewable energy sources, electrical systems installation and maintenance, and project management.

Furthermore, the program meets the demand for safety-conscious professionals who can navigate complex electrical systems while adhering to strict regulations and industry codes. It also responds to the increasing emphasis on effective communication within technical fields, ensuring graduates can convey their knowledge to diverse audiences. By preparing students for a diverse range of roles, from renewable energy technicians and project coordinators to energy auditors and consultants, the program addresses the industry's need for skilled individuals who can drive the adoption of clean energy solutions across various sectors.

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

BC labour market outlook lists electrician and industrial electrician as top in demand trades over the next 10 years. Additionally, the focus on clean and renewable energy will help to meet goals in the Clean BC plan.

6. What evidence is there of student demand for the program?

BC will see and increased demand for Clean Energy technicians in the years to come:

- The Centre for Clean Energy and Automotive Innovation at VCC will provide education and skills training for people in British Columbia and Red-Seal-certified apprentices of modern automotive trades to support our growing green economy, including electric, hydrogen fuel cell, plug-in and autonomous vehicles. The new state-of-the-art training facility will

accommodate as many as 1,400 students each year with new programs in clean-energy technology, light rail and zero-emissions vehicle repair and technology

- Canadian jobs in clean energy are set to grow 7% a year, from 509,000 in 2025 to 2.7 million in a net-zero 2050. That's according to new modelling by Clean Energy Canada and Navius Research, which investigated different Canadian energy scenarios out to 2050.

While there will be a 1.5-million job decline in fossil fuels in a net-zero scenario (the world will want a lot less oil and gas), this is far exceeded by the 2.2-million job increase in the clean energy sector.

- BC Hydro gets 98% of its power generation from clean or renewable resources, making BC Hydro the leader in North America when it comes to clean energy.
- BC Hydro's residential electricity rates are also the second lowest in North America.
- Zero-emission vehicles represented 18.1% of new light-duty passenger vehicles sold in B.C. in 2022, the highest percentage for any province or territory, and well ahead of CleanBC targets.
- The number of registered light-duty electric vehicles rose from 5,000 in 2016 to more than 100,000 today – a 1,900% increase in the past six years.
- There are approximately 200,000 heat pumps installed in BC Hydro residential customer homes. This is equivalent to about 10% of homes
- Electricity demand is expected to increase by 15% between now and 2030. This is due to economic and population growth, and as more homes, businesses and industries switch from fossil fuels to clean electricity. In the past six years, the number of electric vehicles on B.C.'s roads has increased by nearly 2,000%.

The evident surge in Canadian clean energy jobs, exemplified by a projected 7% annual growth to 2.7 million by 2050, alongside declining fossil fuel roles, strongly underlines the demand for skilled clean energy professionals. BC's leadership in clean energy, substantial electric vehicle adoption, and increasing heat pump installations further accentuate the need for well-trained individuals in this expanding sector. As the industry evolves and electricity demand rises, our training program in clean energy stands poised to meet this burgeoning demand with capable and knowledgeable graduates.

This development and offering of a program of this type has been requested by many industry partners and government. The international education department has indicated that this program would be in high demand.

Competitive Analysis

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

PSI	Program	Type	Length	Cost
BCIT	The Sustainable Energy Management Advanced Certificate	Certificate-online- part-time studies	One year- 24 credits	Estimated \$7500
SFU	Sustainable Energy Engineering	Degree- 4 years	120 credits	Estimated \$35k per year.
Okanagan College	Sustainable Building Technology Diploma	2 years	96 credits	\$14885 domestic, \$47,775 international
Northern Lights College	Wind Turbine Maintenance Technician Advanced Certificate	Two years. Each year is 30 weeks long	1576 hours	\$23004.2

8. Is there an existing articulation committee for the program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

An articulation committee exists for the electrician trades and once the program is running, we would join the committee to ensure alignment the electrician curriculum in the program.

Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?

The target demographic for this program is 18-35-year-old male or female international & domestic students. The educational background could vary from high school equivalence to university graduates. Students should have an interest in the subject and the ability to handle and use tools.

10. How do you plan to recruit or attract these students?

The School of Trades will work with the marketing department and High School coordinators to promote the new program to high school students. We plan to run several info sessions at VCC

and visit major high school in the Lower Mainland. We will be working with school counselors to promote the program and recruit domestic students.

The international department will fulfill recruitment through existing channels.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

This type of program typically has quite a diverse student body. Since most of the new applicants for at least the first two cohorts will come to the program through international recruiting, there are some groups that are more highly represented including students from India and China. We will overcome this (slight) imbalance by recruiting more widely, with the help of the International Education Department.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

Once the department is up and running, we will work with Skilled Trades BC to determine if technical trades training credit for 1st year electrician apprentice is possible for this new program. We will be exploring block transfer agreements with both public and private institutions across Canada and the US. Curriculum development will ensure appropriate learning outcomes are included in the program to gain technical training credits.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

There is currently no PAC for this program. We will be creating a new department that oversees this program and any future Electronics programs. Once the department is formulated, we will work with industries to form a new PAC and provide the new department with avenues to engage with industry.

14. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

We will be hiring a department head and faculty for this program. Our plan is to create a faculty recruitment guide to assist the selection committee in recruiting for the new program. We will identify the immediate and future needs for the department. The selection committee will establish objective and measurable criteria, such as education and experience, which will help determine candidates' chances for success. Our goal is to hire industry professional to teach deliver the learning objectives for this program.

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

This program will provide students with a comprehensive technical training and solid foundation of theory and hands-on installation, design, and repairs. Students will learn business principles, project management and communication skills- attributes potential employers look for when hiring for repair technicians. We will be working with local industry to provide students with work experience opportunities.

Admission, Delivery, and Design

16. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

The Clean Energy Technology diploma program is a two-year program available full time. We will start with two intakes in 2025 and two more starting 2026. The goal is to recruit 20 students per intake.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Students would need to have the following courses for admissions, these could be completed through VCC College Foundations:

1. International students must have an English language level of IELTS 6.0 (no band less than 5.5) or equivalent.
2. High school graduation certificate or GED or equivalent.
3. Apprentice and workplace Math 10 or equivalent required.

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

The program will be delivered full time, face-to-face, and cohort based. Courses are delivered sequentially to a cohort of students. As the program grows, we will be offering mixed-mode delivery methods.

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

There will be no multiple entry or exit points for this program. Registration for the initial offering would be closed.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

Most of the capital and equipment will be covered in the cost of the new Centre for Clean Energy and Automotive Innovation, however some tooling as well as training aids will need to be procured. Expected cost would be under \$75,000 for tools and training aids. The department will need a department head, program assistant and 3-6 part time instructors.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

Course Outlines and PCG are close to completion. Additional curriculum development time may be needed following implementation for revisions and changes to courses following delivery of first cohort.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

There are no large scale needs to implement this program aside from the completion of the new building.

Phase In/Phase Out Plan

23. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

There will be no phase in/phase out as this is a new program.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program? Please see attached spreadsheet.

Clean Energy Technology

Anticipated Start Date: January 2025

		Proposed
Scenarios		New Scenario A (23-24)
Tuition per credit per student - International		\$678
Tuition per student - International		\$40,689
Tuition per credit per student - Domestic		\$ 0
Tuition per student - Domestic		\$ 0
No. of Intakes		1
No. of students per intake - Domestic (projected)		0
No. of students per intake - International (proj)		24
Total students (with X FTE attrition) - Domestic		0
Total students (with X FTE attrition) - International		22
Student FTE - Domestic		0.0
Student FTE - International		34.7
Student FTE - Total		34.7
Duration - instructor months		9
Duration - instructional programming days		180
Other days		0
Department head release days		90
Duty days per year		180
Instructor FTE required per intake		1.50
Number of credits		60
Tuition Fee per Credit -Domestic		0
Tuition Fee per Credit - International		678
Support Staff FTE		1.00
Operational costs		\$ 10,000
Revenue per credit per student		\$ 437
Cost per credit per student		\$ 380
Revenue per student		\$ 26,249
Cost (breakeven tuition fee) per student		\$ 22,799
Breakeven tuition fee per credit per student		\$ 380
Tuition fees per student - Domestic		#DIV/0!
Tuition fees per student - International		\$ 25,770

Revenue

Projected Tuition revenue -Domestic	\$	-
Projected Tuition revenue - International	\$	895,168
Projected Tuition revenue -Other Fees	\$	16,625
Total revenue (projected)	\$	911,793

Instructor

Salary (step 1)	\$	162,116
Benefits (27%) (FY2324)	\$	43,771
Total instructor costs	\$	205,888

Support Staff

Salary	\$	60,504
Benefits (30%)	\$	18,151
Total support staff costs	\$	78,655

Total labour cost \$ 284,543

Operational costs

Operational Expenses	\$	10,000
Curriculum Renewal	\$	66,150
Intl Student Agency Fees	\$	134,275
Total operational costs	\$	210,425

Indirect student support

Indirect student support	\$	296,981
Total indirect student support	\$	296,981

Total expenditures \$ 791,949

Net contribution to VCC overhead / (Deficit) \$ 119,843

Net contribution to VCC overhead / (Deficit) 13.1 %

Gross Margin Income Statement

Gross margin breakeven tuition per student	\$ 8,480
Minimum number of students to cover gross margin	12
Minimum number of students to cover direct + indirect	12
Minimum number of students to cover all costs	18

EDCO CALENDAR

Updated: October 2023 - **DRAFT**

	<u>JAN</u>	<u>FEB</u>	<u>MAR</u>	<u>APR</u>	<u>MAY</u>	<u>JUN</u>	<u>SEP</u>	<u>OCT</u>	<u>NOV</u>	<u>DEC</u>	<u>As required</u>
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AT EACH MEETING

- Approve minutes of previous meeting											
- Review action items											
- Chair Report											
- Research Report											
- Student Report	X	X	X	X	X	X	X	X	X	X	
Committee Reports:											
- Curriculum Committee Business											
- Education Policy Committee Business											
- Education Quality Committee Business											

ANNUAL UPDATES/REPORTS

EdCo Annual Report (EdCo Chair)						X					
Deans and Directors		X	X	X							
Strategic Innovation Plan Update					X				X		
Academic Plan (VP Academic)			X				X			X	
Enrolment Plan (IR)		X	X								
Budget Update (VP Admin)			X								
Campus Plan Update									X		
Contract Training (PDO)					X						
Affiliation Agreements (VP Academic)		X									
Academic Year (RO)				X							
Admission Requirements Update (RO)							X				
Appeals Summary Report							X				
EdCo and Committees Meeting Schedule							X				
EdCo Planning Calendar								X			

MEMBERSHIP

Elect EdCo members (RO)								X			
Elect EdCo Chair, Vice Chair, Executive										X	
Elect Standing Committee Chairs (Curriculum, Education Policy, Education Quality)										X	
Appoint Admin. Representatives (President, VP Academic)								X			
Select Standing Committee members									X		
Training/Orientation for new Committee Chairs	X										
EdCo member orientation									X		X
Standing Committee member orientation										X	X

CURRICULUM DEVELOPMENT

Update on CD funding (EQC Chair)				X							
Program Renewal Schedule (VP Academic)				X							
Annual Program Reviews Update (EQC Chair)				X							
CS non-credit course outlines (CS Dean)					X						
Minor curriculum changes (CC Chair)	X					X					

EVENTS

EdCo Planning Day						X			X		
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DECISION NOTE

PREPARED FOR: Education Council

DATE: October 10, 2023

ISSUE: Revision of the Certified Dental Assisting Certificate program

BACKGROUND:

The Dental Assisting department is proposing a significant revision to their onsite certificate program. The Certified Dental Assisting (CDA) program recently went through an accreditation process that, while positive, identified some organizational issues. The previous version of the program was significantly higher in hours and credits, and not consistent with other CDA certificates in the province. As a result, the department purchased a version of the curriculum from Camosun College, including the program, course outlines and teaching materials. Additional elements were added around supporting equity, diversity and inclusion, as well as sessions on the impacts of colonization on the health of Indigenous People. The core learning outcomes have not changed significantly, but were reorganized and streamlined. The program name was changed to remove “onsite.”

One key benefit of purchasing the curriculum is that the revised version of the program will likely be easily transferrable to both Camosun College and also Vancouver Island University, allowing additional flexibility for students who might need or want to move after beginning.

At this time, no changes are proposed to the CDA distance program – these revisions will be developed at a later time.

DISCUSSION:

Ling Lo Yan, Department Head of Dental Assisting, presented the proposal. The Committee requested a number of minor revisions, including adjustments to the Program Duration section to remove unnecessary scheduling details and correcting the Science admission requirement. There were two more significant points of discussion:

1. The department was asked to review and enhance the alignment between topics and course learning outcomes.
2. The assessment plans for all courses were quite similar (a mix of assignments and exams) and lacked detail regarding the types of assignments planned. Ms. Lo Yan acknowledged this and commented that the instructors, as they are teaching these courses for the first time, intend to refine their evaluation plans with a firm goal of shifting away from an exam-heavy approach. Those refinements will be brought for governance approval at a later time.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Certified Dental Assisting Certificate program and 15 new course outlines; and recommend the Board of Governors approve the implementation of this significantly revised program.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: September 20, 2023

Program Change Request

Date Submitted: 09/11/23 10:46 am

Viewing: **Certified Dental Assisting Certificate**

(onsite)

Last approved: 03/22/23 3:11 pm

Last edit: 09/27/23 1:35 pm

Changes proposed by: lloyan

Catalog Pages Using

this Program

[Certified Dental Assisting Certificate \(onsite\)](#)

Program Name:

Certified Dental Assisting Certificate **(onsite)**

Credential Level: Certificate

Effective Date: September 2024 ~~2018~~

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 09/11/23 11:04 am
Ellen Squires (esquires):
Approved for 5102 Leader
2. 09/11/23 12:22 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 15, 2017 by clmig-jwehrheim
2. May 14, 2018 by cdeans
3. Feb 4, 2019 by Nicole Degagne (ndegagne)
4. Aug 21, 2019 by Nicole Degagne (ndegagne)
5. Dec 11, 2019 by Nicole Degagne

(ndegagne)

6. Jan 3, 2020 by
Darija Rabadzija
(drabadzija)
7. Oct 13, 2020 by
Nicole Degagne
(ndegagne)
8. Nov 3, 2020 by
Darija Rabadzija
(drabadzija)
9. Mar 4, 2021 by
Darija Rabadzija
(drabadzija)
10. Dec 9, 2021 by
Nicole Degagne
(ndegagne)
11. Aug 2, 2022 by
Darija Rabadzija
(drabadzija)
12. Dec 13, 2022 by
Darija Rabadzija
(drabadzija)
13. Dec 15, 2022 by
Nicole Degagne
(ndegagne)
14. Dec 15, 2022 by
Nicole Degagne
(ndegagne)
15. Mar 15, 2023 by
Leszek Apouchtine
(lapouchtine)
16. Mar 22, 2023 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Ling Lo Yan -	lloyan@vcc.ca -	604-443-8492 -

The accredited Certified Dental Assistant program ~~Assisting Program (onsite)~~ provides students ~~graduates~~ with opportunities to develop the knowledge, skills, ~~knowledge~~ and values necessary for ~~practical experience to enter~~ a successful career as a ~~Practising~~ Certified Dental Assistant ~~Assistant~~ (CDA).

CDAs are health professionals who make unique contributions to the dental team. They perform selective skills, support clients of all ages and needs throughout dental procedures, and promote effective oral health practices in clinical and community environments while respecting and honoring diverse cultural backgrounds.

In preparation for a career as a CDA, students will acquire comprehensive knowledge related to CDA practice, with a commitment to cultural safety and humility, and will be expected to demonstrate employment qualities such as self-awareness, competence, effective communication, and professional integrity. Students have opportunities to develop effective strategies for teamwork, dental career development, adapting to change within the dental profession, and continuing their education while fostering a culturally inclusive environment.

Successful completion of the National Dental Assisting Examination Board (NDAEB) examination is required prior to practicing as a registered and licensed CDA in British Columbia. Once qualified, CDAs will work independently within their scope of practice as members of a dental health team and with the supervision and/or direction of a dentist.

Following graduation, CDAs may choose to pursue further experience and education in order to perform specialized skills, utilize their knowledge in administrative roles such as dental treatment coordinators, office managers, and serve the community in public dental health settings.

~~Graduates will acquire the specialized knowledge, skills and attitudes to function as a dental health team member with dependent, interrelated and independent roles.~~

Grade 12 graduation or equivalent.*

English Language Proficiency as demonstrated by *one* of the following:*

English Studies English 12 with a minimum 'C' 'B' grade, or equivalent

or

English Language Proficiency at an English 12 'C' 'B' level

One of:**

Anatomy and Physiology 12 (recommended), or equivalent,

or

Life Sciences 11, Either Biology 11 or equivalent Biology 12 (human biology recommended) or equivalent.**

* Students who have completed the Vancouver Community College Dental Reception **Coordinator** program are exempt from these admission requirements.

** Students who have completed the BC Vancouver Community College Dental Reception Coordinator program and/or students who have completed the College of Oral Health Professionals (BCCOHP) Dental Surgeons of British Columbia Provincial Radiography credential are exempt from this admission requirement. requirement-
It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.

UPON ACCEPTANCE TO THE PROGRAM:

Criminal Record Check

~~Notes: Students who complete DREC 1242 Dental Radiography or DAST 1515 Dental Radiography and DAST 1516 Clinical Dental Radiography are exempt from DENT 1505 Dental Radiography 1, DENT 2995 Dental Radiography 2 and DENT 3745 Dental Radiography 3. Students who complete DNTL 1107 Dental Radiography Module are exempt from DENT 1505 Dental Radiography 1, DENT 2995 Dental Radiography 2 and DENT 3745 Dental Radiography 3.~~ Upon Acceptance: Students in this program are required to complete a Criminal Record Check (CRC). ~~CRC:~~ The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations may will not be able to complete the requirements of the program (e.g. practicums) or graduate.

~~Note:~~ Note: BCCOHP The College of Dental Surgeons of British Columbia is the regulatory body for Certified Dental Assistants. They require each applicant to undergo another criminal records search prior to registration and certification. Registration and certification to practice is mandatory in BC.

Current CPR Level C

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

TB Screening

~~It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program. Proof of a negative tuberculosis (TB) skin test: Students must submit a negative TB In case of positive TB skin test taken within 6 weeks of acceptance to the program. If the TB skin test test, a negative TB chest x-ray report is positive, a negative TB chest x-ray is required.~~

Covid-19 Vaccination

Proof of vaccination required.

Immunizations

An Immunization Record must be completed.

A current "C" certification in Cardiopulmonary Resuscitation (CPR) Immunizations in the following are are strongly recommended and in some case recommended, and may be required required for practicum placements: placement in the program:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chickenpox)

Pertussis Diphtheria Tetanus Polio Measles/Mumps/Rubella Chicken Pox Hepatitis B B

Influenza

Influenza (required annually)

Prior Learning Assessment & Recognition (PLAR)

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

PLAR Prior learning assessment and recognition is not available for the following course: this program:

DENT 1190 Dental Office Management

Tuition and fees will still apply to PLAR candidates. Methods of assessment include test and demonstration. Please contact the Department for details.

See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

The Certified Dental Assisting Program is 10 months (41 weeks) in length, divided into 3 terms, and it should be completed in one (1) year. Students have two years to complete the program. length:

Students must complete the program within three years. Please refer to Student Handbook for conditions for re-admission to the program.

Program Learning

Outcomes

Upon successful completion of this program, graduates will be able to:	
PLO #1	<u>Safely and competently perform Certified Dental Assistant skills to address client needs and support the dental team. Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.</u>
PLO #2	Apply <u>theoretical knowledge the process of dental sciences to dental assisting evidence-informed CDA practice.</u>

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

PLO #3	<u>Promote oral health and support clients to make informed choices.</u> Integrate knowledge and critical thinking skills in CDA practice.
PLO #4	<u>Communicate effectively, concisely, and correctly with clients, team members, and external partners.</u> Use problem-solving strategies and decision-making processes in CDA practice.
PLO #5	<u>Use critical thinking processes for problem-solving and decision-making in dental assisting practice.</u> Integrate ethics and professionalism into CDA practice.
PLO #6	<u>Use effective time management and organizational skills to facilitate the comfort and safety of the client and to contribute to the efficient functioning of the dental office.</u> Demonstrate professional responsibility and accountability in CDA practice.
PLO #7	<u>Support and promote the effective functioning of the dental team.</u> Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
<u>PLO #8</u>	<u>Function as a CDA in a professional manner within the dental setting.</u>
<u>PLO #9</u>	<u>Demonstrate cultural safety and humility in their interactions with patients and colleagues.</u>

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Certified Dental Assisting program (~~onsite~~) is offered on a full time basis, over three terms. Each term consists of both theory and clinical courses.

Theory courses are presented through online activities, lectures, seminars, lecture, small group discussions, discussion, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through partnerships with the University of British Columbia (UBC) Dental Clinic Program, Community partners Program and practica rotations to dental practices.

The clinical competencies and the supporting theory are hierarchically organized within the context of the health model of Preparation for Practice; Patient Assessment; Planning, Implementation, and Evaluation of Practice and Clinical Practice. All terms focus on both the assisting and operator roles of the chairside (non-licensed) dental assistant and Certified Dental Assistant. Dental office practica are offered in all three terms. Entry into the second and third terms is achieved through successful completion of the previous terms. Theory courses are evaluated by assignments, group projects and presentations, quizzes and examinations. Midterms and final theory exams are weighted at a maximum of 35% each. The final grade required in all theory courses is 64% (C+). A maximum of two comprehensive re-write exams are offered within the program for final grades below 64%. The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies provide the basis for evaluation:

Clinical competencies Students are evaluated using manikins, peers and patients.
patients:

The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded for each clinical course. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation. Course outlines are provided to the students on MOODLE (a computer learning management system). Attendance of all classes and clinical experiences is highly recommended for success required in order to truly understand and master the program. theoretical and practical components of the Certified Dental Assistant role: Students must maintain 100% attendance for community presentations, UBC Dental Clinic/Community Clinic rotations, and practica. Students who do not attend all scheduled classes, may be unsuccessful in their courses/program.

Students must receive The clinical portion of the program is evaluated according to provincial competencies with a minimum program satisfactory (S) or unsatisfactory (U) grade point average of 'C+' (2.33) in awarded for each theory course and a grade of satisfactory (S) in each clinical course to advance into subsequent courses/terms in the program. clinical course: A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation. Students must receive a minimum program grade point average of 'C+' (2.33) and a grade of satisfactory in each clinical course to successfully graduate. evaluation:

As per the departmental policy, described in the CDA Student Handbook, students must not miss more than 15% of scheduled classroom and clinical classes. Where a student exceeds this maximum, the College may withdraw the student from the program. Additionally, the department requires students demonstrate 100% attendance for community presentations, UBC Dental Clinic rotations and practica. The College may withdraw students who do not attend all scheduled days:

Ability to communicate effectively in a team environment ~~both written and spoken English~~

Empathic and caring attitude

Ability to work independently and within a team environment

Ability to complete tasks that require manual dexterity and fine motor skills

~~Manual dexterity and hand/eye coordination~~ Detail oriented

Effective time management skills

Basic computer ~~Computer~~ literacy (email, word processing and use of the internet)

Considerations ~~Physical precautions~~ – The physical demands of the CDA profession ~~Those with back problems~~ may worsen back, wrist, neck or shoulder problems. Materials used in oral health care ~~be affected by the physical demands of the profession. Sensitive skin and allergies~~ may affect persons living with conditions such as latex sensitivity or other allergies. ~~also be affected by some procedures and materials.~~

Courses

Plan of Study Grid

Term One	Credits
DENT 1501 Preparation for Practice Theory 1	3
DENT 1502 Patient Assessment Theory 1	2
DENT 1503 Planning, Implementation and Evaluation Theory 13	13
DENT 1504 Clinical Practice 1	7.5
DENT 1505 Dental Radiography 1	2
<u>DENT 1105</u> Dental Assisting Professionalism 1	<u>1</u>
<u>DENT 1115</u> Applied Dental Sciences 1	<u>2.5</u>
<u>DENT 1125</u> Clinical Support Theory 1	<u>2.5</u>
<u>DENT 1135</u> Preventive Approaches for Dental Health 1	<u>1.5</u>
<u>DENT 1145</u> Dental Assisting Practice 1	<u>9.5</u>
<u>DENT 1190</u> Dental Office Management	<u>1</u>
Credits	18
Term Two	
DENT 2991 Preparation for Practice Theory 2	3
DENT 2992 Patient Assessment Theory 2	2
DENT 2993 Planning, Implementation and Evaluation Theory 24	24
DENT 2994 Clinical Practice 2	8
DENT 2995 Dental Radiography 2	2
<u>DENT 1205</u> Dental Assisting Professionalism 2	<u>1</u>
<u>DENT 1215</u> Applied Dental Sciences 2	<u>2.5</u>
<u>DENT 1225</u> Clinical Support Theory 2	<u>2</u>
<u>DENT 1235</u> Preventive Approaches for Dental Health 2	<u>2.5</u>
<u>DENT 1245</u> Dental Assisting Practice 2	<u>8.5</u>
<u>DENT 1255</u> Dental Assisting Practicum 1	<u>3</u>

Credits	19.5
Term Three	
DENT 3740Preparation for Practice Theory 3	1.5
DENT 3741Patient Assessment Theory 3	2
DENT 3742Planning, Implementation and Evaluation Theory 33	3
DENT 3743Clinical Practice 3	8
DENT 3745Dental Radiography 3	1
<u>DENT 1345Dental Assisting Practice 3</u>	<u>2.5</u>
<u>DENT 1390Patient Care Clinic</u>	<u>2</u>
<u>DENT 1355Dental Assisting Practicum 2</u>	<u>3</u>
Credits	7.5
Total Credits	45

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		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 Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

Rationale and Consultations

Provide a rationale for this proposal.

The new program will address JEDI principles for a better student-centered experience, CLOs and credit alignment, and fiscal sustainability of the program.

Are there any expected costs to this proposal.

There are no expected initial costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	A continuous consultation process has been established from the beginning of the curriculum development and continues to this date.
Faculty/Department	The department has been consulted from the start of the process. Faculty have been part of the decisions and proposed changes. Updates are been provided by the committee for continuous feedback.
Other Department(s)	Academic Scheduling consultation regarding aligning college terms with program terms and streamlining the scheduling of the courses.
Registrar's Office	Consultation for changes to admission requirements for English, course credits formulation, and course delivery hours.
Indigenous Education & Community Engagement (IECE)	Consultation on the addition of Indigenization CLOs for the Dental Reception program. These CLOs have been added to this new curriculum.
Advising & Recruitment	Consultation with the Advising and Recruitment department for feedback on students' accessibility to the new program

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 10:54 am

Viewing: **DENT 1105 : DA Professionalism 1**

Last edit: 09/27/23 1:43 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Professionalism 1

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:07 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: DA Professionalism 1

Subject Code: DENT - Dental

Course Number: 1105

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to the dental profession, the fundamental principles of professionalism, and the evolving scope of practice for the Certified Dental Assistant in relation to the dental team and client management. Concepts of equity, diversity and inclusion along with principles of cultural safety and humility are explored.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate, at an introductory level, professional communication skills that are appropriate to the audience and purpose.
CLO #2	Demonstrate the ability to contribute to and promote the effective functioning of the team.
CLO #3	Apply critical thinking skills to problem solving and decision making within the practice of dentistry.
CLO #4	Identify and reflect on own learning style and needs as they pertain to ongoing professional development.
CLO #5	Report on a dental issue using evidence-based materials and research.
CLO #6	Discuss concepts of equity, diversity, and inclusion in health care settings.
CLO #7	Discuss the principles of cultural safety and humility in health care settings.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35-50	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 21

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 21

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

The Dental Profession

Certified Dental Assisting & Professionalism

Working with Others & Communication

Equity, Diversity, and Inclusion

Cultural Safety and Humility

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

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 10:55 am

Viewing: **DENT 1115 : Applied Dental Sciences 1**

Last edit: 09/11/23 10:55 am

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Applied Dental Sciences 1

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:06 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Applied Dental Sciences 1

Subject Code: DENT - Dental

Course Number: 1115

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will develop a basic understanding of anatomy, physiology and radiography for application in dental assisting practice. Students will apply knowledge of head and neck anatomy, body systems, nerve innervation, tooth morphology, supporting structures, and common anomalies of the teeth in preparation for practice in the clinical setting.

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 the dentition, associated anatomical landmarks, supporting structures, occlusion, anomalies and pathology for dental assisting practice.
CLO #2	Explain the function of oral dentition, associated anatomical landmarks, supporting structures, occlusion, anomalies and pathology for dental assisting practice.
CLO #3	Apply knowledge of the anatomical and physiological structures of the head, neck, and oral cavity to dental assisting practice.
CLO #4	Explain basic concepts of radiation to support clients in making educated decisions on radiographic recommendations.
CLO #5	Describe and recognize radiographic techniques and imaging equipment for appropriate application in the clinical setting.
CLO #6	Explain safe radiation practices as they pertain to the protection of both the dental team and clients.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-25	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 42

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 42

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Dental Anatomy, Physiology and Anomalies

Oral Anatomy and Physiology

Dental Radiography 1

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

Provide a

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:05 am

Viewing: **DENT 1125 : Clinical Support Theory 1**

Last edit: 09/11/23 11:05 am

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Clinical Support Theory 1

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:10 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Clinical Support Theory 1

Subject Code: DENT - Dental

Course Number: 1125

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on the theory and concepts associated with general dentistry. The psychomotor skills and equipment that are required for the practice of dental assisting will be introduced. Students will also learn the fundamentals of infection and pain control, restorative dentistry, chairside assisting, and record keeping.

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 principles of infection control in a dental assisting practice.
CLO #2	Identify clinical armamentarium and describe its preparation, use and maintenance in the dental office.
CLO #3	Identify basic concepts of working effectively and safely in the dental setting.
CLO #4	Describe the basic principles of restorative dentistry as it applies to dental assisting.
CLO #5	Describe the rights of clients and how to address their concerns at an introductory level.
CLO #6	Demonstrate accurate record keeping practices.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-35	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 42

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 42

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Infection control

Four-handed dentistry

Basic restorative materials

Pain control

Dental chart, examinations and charting

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

Pro

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:07 am

Viewing: **DENT 1135 : Preventive Approaches for DH 1**

Last edit: 09/19/23 5:29 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Preventive Approaches for Dental Health 1

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:08 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Preventive Approaches for DH 1

Subject Code: DENT - Dental

Course Number: 1135

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students acquire knowledge of the basic theory and concepts related to safe and effective oral health practices as a Certified Dental Assistant. The role of documenting health histories, assessing dental office emergencies, and obtaining client vital signs will be explored.

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	Describe the conditions, techniques, and oral hygiene aids used to maintain optimum oral hygiene.
CLO #2	Describe formation and removal of tooth deposits.
CLO #3	Describe effective methods for obtaining and documenting health history information within the dental practice.
CLO #4	Apply critical thinking to problems and decision-making during dental office emergency situations.
CLO #5	Describe the armamentarium and procedures for obtaining vital signs.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-45	Assignment
Quizzes/Tests	10-25	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 24

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online

Hours in Category 1: 24

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Oral Hygiene

Vital Signs

Health Histories

Medical Emergencies

Oral Health Education Programs

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:12 am

Viewing: **DENT 1145 : Dental Assisting Practice 1**

Last edit: 09/11/23 11:12 am

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Practice 1

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:42 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Dental Assisting Practice 1

Subject Code: DENT - Dental

Course Number: 1145

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides practice opportunities for clinical support, laboratory procedures, basic restorative procedures, and direct client care. Students integrate the concepts of professional conduct, safe practice, and effective communication with their theoretical knowledge of dental science and preventive dental health during dental assisting practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

PLAR

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision-making during clinical practice.
CLO #4	Demonstrate effective communication skills with clients and the dental team.
CLO #5	Prepare, utilize and maintain dental armamentarium for basic dental assisting practice.
CLO #6	Perform basic dental assisting skills effectively and safely.
CLO #7	Manage basic dental records.

**Instructional
Strategies:**

Videos, demos, simulation practice on mannequins, OSCEs and practice on student partners.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination
Assignments		Clinical based assignments

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 21

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

Check all that apply:

Clinical
Lab
Simulation

Hours in Category 2: 204

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Clinical Support Procedure

Clinical Care Procedure

Laboratory Procedure

Dental Office Management

Radiography 1

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:20 am

Viewing: **DENT 1190 : Dental Office Management**

Last edit: 09/11/23 11:20 am

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Office Management

Effective Date:

September 2024

School/Centre:

Health Sciences

Department:

Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:46 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course
Name:

Dental Office Management

Subject Code:

DENT - Dental

Course Number

1190

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students are introduced to the fundamental principles of dental office management. Students will focus on the retention of dental records, client management, dental insurance, financial systems, and computer software used in the dental clinic.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Standardized test and demonstration of computer skills relevant to course learning objective.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate the preparation of dental records, treatment plans and estimates, and the processing of dental insurance claims within the dental practice.
CLO #2	Describe confidentiality and legal standards in the management and maintenance of dental records, insurance, and financial information.
CLO #3	Demonstrate appointment scheduling and recall systems in the dental office.
CLO #4	Demonstrate the use of dental office management software at an introductory level.
CLO #5	Utilize effective verbal, written, and electronic communication skills appropriate to the intended audience.
CLO #6	Apply critical thinking to problems and decision-making in office management situations.

Instructional

Strategies:

Lecture, case study, group work, simulation, and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35-50	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Exam	15-30	Exam
Final Exam	25-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 18

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 18

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Communication

Business Operations

Financial Management

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:21 am

Viewing: **DENT 1205 : DA Professionalism 2**

Last edit: 09/27/23 1:45 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Professionalism 2

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:56 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:23 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: DA Professionalism 2

Subject Code: DENT - Dental

Course Number: 1205

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will build on concepts of DENT 1105, with a focus on the use of professional interpersonal skills when interacting with clients, teams, community, and regulatory and licensing bodies. Students are introduced to current issues and trends in dentistry, principles of teaching and learning, and preparation for employment.

Course Pre-Requisites (if applicable):

DENT 1105.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

PLAR

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate appropriate professional conduct through respectful interactions with dental clients, team members and members of the community.
CLO #2	Explain the responsibilities of a CDA as a self-directed and cooperative adult learner in the context of life-long learning and ongoing professional development.
CLO #3	Report on the membership, rules, and regulations of governing bodies and licensure requirements as it applies to dental assisting practice.
CLO #4	Demonstrate independent problem solving and decision making within dental assisting practice.
CLO #5	Apply principles of teaching and learning to client education on oral health care.
CLO #6	Identify strategies to prepare for employment in the dental field.

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

CLO #7	Describe the historical and contemporary impacts of colonization on Indigenous Peoples' health in Canada.
--------	---

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45-60	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 19.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 19.5

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Relationships with Clients

Principles of Teaching/Learning

The Dental Professional II

Current Issues in Dentistry

Preparation for Employment.

Impacts of Colonialism on the health and well-being of Indigenous Peoples of Canada

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

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:23 am

Viewing: **DENT 1215 : Applied Dental Sciences 2**

Last edit: 09/11/23 3:15 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Applied Dental Sciences 2

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:52 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Applied Dental Sciences 2

Subject Code: DENT - Dental

Course Number: 1215

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to oral pathology, basic concepts of pharmacology, and nutrition within the scope of dental assisting practice and client care. Radiography knowledge and skills related to client care and management are further developed.

Course Pre-Requisites (if applicable):

DENT 1215.

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 etiology of oral pathology conditions.
CLO #2	Describe etiology, diagnosis, and treatment of select oral pathology findings.
CLO #3	Describe basic pharmacology concepts and agents used in dentistry as they relate to the scope of dental assisting practice.
CLO #4	Describe the role of nutrition as it relates to oral health.
CLO #5	Apply knowledge of radiography to interpret quality imaging in dental assisting practice.
CLO #6	Describe extra and intra oral radiographic techniques and the management of clients to achieve a quality image.
CLO #7	Use knowledge of radiographic imaging to analyze image quality and image findings.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-25	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 42

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 42

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Oral pathology etiology, diagnosis, and treatment.

Pharmacology.

Nutrition as it relates to oral health.

Dental Radiography 2.

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

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:24 am

Viewing: **DENT 1225 : Clinical Support Theory 2**

Last edit: 09/11/23 3:15 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Clinical Support Theory 2

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:54 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
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3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Clinical Support Theory 2

Subject Code: DENT - Dental

Course Number: 1225

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is a continuation of DENT 1125 focusing on the theory and concepts of assisting for advanced restorative and specialized dental procedures. The psychomotor skills required for the practice of dental assisting and direct client care will be introduced.

Course Pre-Requisites (if applicable):

DENT 1125.

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 clinical armamentarium for the advanced restorative procedure.
CLO #2	Describe the preparation, use and maintenance of the advanced restorative procedure.
CLO #3	Identify clinical armamentarium for specialty dental procedures.
CLO #4	Describe the preparation, use and maintenance of specialty dental procedures.
CLO #5	Describe the concepts of advanced restorative and specialty practices in dentistry.
CLO #6	Demonstrate accurate documentation and record keeping practices for advanced restorative and specialty procedures.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-35	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 34

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 34

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Advanced restorative procedure.

Dental specialties such as Periodontics, Prosthodontics, Endodontics, Orthodontics, Oral Surgery, Pediatric Dentistry and emerging specialties.

Armamentarium for advanced restorative and dental specialty procedures.

Procedural steps for assisting with advanced restorative and dental specialty procedures.

Charting and record keeping for advanced restorative and dental specialty procedures.

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:25 am

Viewing: **DENT 1235 : Preventive Approaches for DH 2**

Last edit: 09/19/23 5:30 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Preventive Approaches for Dental Health 2

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:49 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Preventive Approaches for DH 2

Subject Code: DENT - Dental

Course Number: 1235

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students continue to acquire the knowledge necessary to perform direct client care as it pertains to oral health, care for persons with disabilities, and development of individual, group or community oral health education plans.

Course Pre-Requisites (if applicable):

DENT 1135.

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 preventive intraoral skills, techniques, and products used to attain optimal oral health.
CLO #2	Discuss management of care of persons with disabilities including adaptations of oral hygiene techniques.
CLO #3	Discuss the role of the Certified Dental Assistant in community dental health.
CLO #4	Deliver oral health education projects in the community.
CLO #5	Develop learning resources for community presentations.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-45	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 39

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 39

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Course Topics

Course Topics:

Anticariogenic Agents

Extrinsic Stain Removal and Tooth Whitening

Sealants

Community Dental Health

Management of care for persons with disabilities

Professional Approach to Dental Clinic

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

Pro:

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:27 am

Viewing: **DENT 1245 : Dental Assisting Practice 2**

Last edit: 09/11/23 3:16 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Practice 2

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:43 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Dental Assisting Practice 2

Subject Code: DENT - Dental

Course Number: 1245

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides continued practice opportunities for clinical support, direct patient care, and laboratory and restorative procedures. Practice related to dental office management and dental assisting for specialty procedures are introduced. Students integrate the concepts of professional conduct, safe practice, and effective communication with their theoretical knowledge of dental science, preventive dental health, and dental assisting in the clinical setting.

Course Pre-Requisites (if applicable):

DENT 1145.

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 principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision making while dental assisting for advanced restorative, specialty procedures, and direct client care.
CLO #4	Demonstrate effective communication skills with clients and the dental team.
CLO #5	Demonstrate effective use of dental armamentarium for advanced dental assisting practice.
CLO #6	Perform advanced clinical skills competently and safely.
CLO #7	Manage dental records accurately and in compliance with the Dental Recordkeeping Guidelines.

Instructional

Strategies:

Videos, demos, simulation practice on mannequins, OSCEs and practice on student partners.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination
Assignments		Clinical based assignments

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 207

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 21

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 186

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Clinical Support Procedure

Clinical Care Procedure

Laboratory Procedure

Dental Office Management

Radiography 2

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

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:28 am

Viewing: **DENT 1255 : DA Practicum 1**

Last edit: 09/27/23 1:57 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Practicum 1

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:45 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
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3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: DA Practicum 1

Subject Code: DENT - Dental

Course Number: 1255

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides opportunities for dental assisting practice in a general dentistry office and with community partners' dental clinics, enabling the student to integrate skills and knowledge into practice.

Course Pre-Requisites (if applicable):

DENT 1205, DENT 1215, DENT 1225, DENT 1235, DENT 1245.

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 Certified Dental Assistant skills that address client needs and support the dental team with mentor guidance.
CLO #2	Apply theoretical knowledge of dental sciences to dental assisting practice.
CLO #3	Determine clients' oral health needs and promotion strategies.
CLO #4	Apply effective communication skills with clients, team members, and external partners.
CLO #5	Demonstrate critical thinking processes for problem-solving and decision-making in dental assisting practice with mentor guidance.
CLO #6	Employ effective time management and organizational skills to facilitate safe, efficient functioning of the dental office with mentor guidance.
CLO #7	Practice CDA professional conduct within the dental setting with mentor guidance.

Instructional

Strategies:

This course takes place in a Dental Office setting and with community partners. Experiential learning and consolidation of theory and clinical skills are facilitated in this practicum.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Satisfactory/unsatisfactory completion of practicum as per rubric.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 94

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 94

Course Topics

Course Topics:

Hands-on dental assisting practice

Patient interaction and cultural competency application

Ethical and legal considerations

Reflection and self-evaluation

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

Provide a rationale
for this proposal:

Are there any:

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:29 am

Viewing: **DENT 1345 : Dental Assisting Practice 3**

Last edit: 09/11/23 3:18 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Practice 3

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:42 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: Dental Assisting Practice 3

Subject Code: DENT - Dental

Course Number: 1345

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on the skills gained in Dental Assisting Practice 1 and 2 with continued practice opportunities for clinical support, and direct patient care. Students will be integrating all the CDA clinical skills, concepts of professional conduct, safe practice, and effective communication in preparation for Patient Care Clinic.

Course Pre-Requisites (if applicable):

DENT 1245.

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 principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision making while dental assisting for advanced restorative, specialty procedures, and direct client care.
CLO #4	Demonstrate effective communication skills with clients and the dental team.
CLO #5	Demonstrate effective use of dental armamentarium for advanced dental assisting practice.
CLO #6	Perform advanced clinical skills competently and safely.
CLO #7	Manage dental records accurately and in compliance with the Dental Recordkeeping Guidelines.

Instructional

Strategies:

Videos, demos, simulation practice on mannequins, OSCEs and practice on student partners.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination
Assignments		Clinical based assignments

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 66

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 66

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Clinical Support Procedure

Clinical Care Procedure

Dental Office Management

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:38 am

Viewing: **DENT 1355 : DA Practicum 2**

Last edit: 09/27/23 2:02 pm

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Dental Assisting Practicum 2

Effective Date: September 2024

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:45 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course Name: DA Practicum 2

Subject Code: DENT - Dental

Course Number: 1355

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This practicum provides students with the opportunity to engage in dental assisting practice in the general dentistry office. Integrating the knowledge and skills acquired within the program, students continue building their skills and breadth of practice to achieve clinical competency in the practice setting.

Course Pre-Requisites (if applicable):

DENT 1390, DENT 1345.

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 Certified Dental Assistant skills safely and competently to address client needs and support the dental team.
CLO #2	Apply theoretical knowledge of dental sciences to dental assisting practice.
CLO #3	Support clients' oral health promotion.
CLO #4	Evaluate effective communication skills with clients, families, colleagues, team members, and external partners.
CLO #5	Demonstrate critical thinking processes for problem-solving and decision-making in dental assisting practice.
CLO #6	Employ effective time management and organizational skills to facilitate the comfort and safety of the client and to contribute to the efficient functioning of the dental office.
CLO #7	Support the effective functioning of the dental team.

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

CLO #8	Practice CDA professional conduct within the dental setting.
CLO #9	Demonstrate cultural safety and humility in their interactions with patients and colleagues.

Instructional

Strategies:

This course takes place in a Dental Office setting and with community partners. Experiential learning and consolidation of theory and clinical skills are facilitated in this practicum.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Satisfactory/unsatisfactory completion of practicum as per rubric.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

TOTAL COURSE HOURS: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 96

Course Topics

Course Topics:

Hands-on dental assisting practice

Patient interaction and cultural competency application

Ethical and legal considerations

Reflection and self-evaluation

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

Provide a rationale
for this proposal:

Are there any
expected costs or a

Course Change Request

New Course Proposal

Date Submitted: 09/11/23 11:37 am

Viewing: **DENT 1390 : Patient Care Clinic**

Last edit: 09/11/23 11:37 am

Changes proposed by: lloyan

Programs
referencing this
course

[31: Certified Dental Assisting Certificate - Onsite](#)

Course Name:

Patient Care Clinic

Effective Date:

September 2024

School/Centre:

Health Sciences

Department:

Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/11/23 11:48 am
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 09/11/23 12:24 pm
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 09/28/23 2:44 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Ling Lo Yan	lloyan@vcc.ca	604-443-8492

Banner Course
Name:

Patient Care Clinic

Subject Code:

DENT - Dental

Course Number

1390

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course students will provide direct client care and perform dental office management procedures related to dental assisting practice in a clinical setting.

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	Apply the principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision-making during clinical practice.
CLO #4	Perform basic dental reception procedures.
CLO #5	Demonstrate effective verbal and written communication skills with clients and the dental team.
CLO #6	Develop and implement appropriate care plans for individual client needs.
CLO #7	Perform preventive intraoral skills for dental assisting practice during client care.
CLO #8	Perform prescribed dental assisting skills effectively and safely.
CLO #9	Manage dental records accurately and in compliance with the Dental Recordkeeping Guidelines.
CLO #10	Comply with confidentiality and legal standards in the management and maintenance of dental records.

Instructional

Strategies:

This course takes place in the Dental Clinic at VCC. Students will be working on external patients.

Experiential learning and consolidation of theory and clinical skills are facilitated in this Patient Care Clinic.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 51

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 51

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Course Topics

Course Topics:

CDA clinical skills.

Professional conduct.

Critical thinking.

Records management.

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments



INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	October 10, 2023
ISSUE:	Policy posted for College feedback: D.3.11 Transfer Credit

BACKGROUND:

The policy was last updated in 2017 and underwent a scheduled full review. Revisions were made in alignment with related recently updated policies, including C.1.3 Granting of Credentials and D.3.5 Prior Learning Assessment and Recognition (PLAR).

The review process included consultation within the Registrar's Office, International Education, and different program areas. While some feedback was received around affiliation agreements, these fall outside the scope of the Transfer Credit policy and are addressed in policy C.3.10 Educational Affiliations.

Revisions focused on clarifying language and definitions, as well as clearly outlining the transfer credit process and documentation requirements for students. A College-wide standard deadline for transfer credit was established, with some discretion for departments (particularly important for programs with open enrolment). The residency requirement (percentage of credits students need to complete at VCC to qualify for a VCC credential) was increased from 25% to 35%, matching the requirement in the revised Granting of Credentials policy.

While the policy outlines general principles, program content guides (PCGs) may stipulate more specific requirements or limitations around transfer credit. In addition, international students need to consult International Education, since transfer credit (just like PLAR) may impact full-time status and consequently work permits, financial aid, and awards.

DISCUSSION:

M. Findlater, Assistant Registrar, Records & Systems, presented the revised policy and procedures to Education Policy Committee on October 4, 2023.

There was a discussion about the three different scenarios for transfer credit: courses listed in the BC Transfer Guide; courses not listed in the transfer guide that were previously assessed, with a record on file in the Registrar's Office; and courses outside the transfer guide that have not been previously assessed. The committee requested making this distinction clearer in the procedures document.

Several other clarifying edits were suggested, including to language around timing of transfer requests, time limits on the currency of courses, and requirements for documentation.

There was a longer discussion about the governance aspect of this policy. The College & Institute Act Section 25(1) stipulates the joint role of Education Council and the Board of Governors in determining internal and external course, credit, and program equivalencies. In practice, the authority to direct the evaluation of transfer credit requests that do not fall under policy C.3.10 Educational Affiliations is delegated to the Registrar's Office, and the committee agreed to add an explicit principle to this effect (new principle #3).

The committee approved posting the policy and procedures for College feedback, with wording to be finalized after the meeting. The drafts were revised by M. Findlater with input from S. Kay, N. Mandryk, H. Atwal, and D. Cunningham Hall.

Feedback is open from October 6 to 27, 2023. The committee will review feedback submissions at an upcoming meeting.

PREPARED BY: Sarah Kay, Chair, Education Policy Committee

DATE: October 5, 2023



POLICY

Title	Transfer Credit
Policy No.	D.3.11
Approval Body	Board of Governors and Education Council (jointly)
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	
Effective Date	DRAFT: September 27, 2023

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes that students may have successfully completed course work at another formally recognized educational institution 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 official academic record

SCOPE AND LIMITS

Under the College & Institute Act Section 25(1) joint approval of the Board of Governors and the Education Council is required concerning the following matters: curriculum evaluation for determining whether courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs or course credits, at the institution, or if courses or programs, or course credits from one part of the institution are equivalent to courses or programs or course credit in another part of the institution.

This policy applies to all prospective and current VCC students requesting equivalency of completed course work.

STATEMENT OF POLICY PRINCIPLES

1. VCC will, when requested by a student and in accordance with established articulation agreements and/or affiliation agreements and/or foreign credential assessment and/or approved course equivalency in a VCC course outside the program area, grant credit for a course successfully completed.
2. Students must receive a passing grade, as equated to the official College grading system, for a course to be considered eligible for transfer and applicable towards the requirements for a College credential. Some programs may require a higher grade than a Pass grade. Where programs establish a higher minimum grade for transfer credit, students will follow the College-approved program guidelines.
3. The Board of Governors and Education Council delegate authority to the Registrar to direct the evaluation of transfer credit requests that do not fall under policy C.3.10 Educational Affiliations.

4. The College will be guided by the Principles and Guidelines for Transfer endorsed by the British Columbia Council on Admissions & Transfer (BCCAT).
5. Transfer credit in combination with PLAR will not exceed a maximum of 65% of the total credits of a College credential/program. Individual programs may set lower maximum standards. Where programs establish a lower maximum percentage for transfer credit and PLAR, students will follow the College-approved program guidelines.
6. The awarding of transfer credit(s) may impact a student's course load, time to program completion, full-time program status, and eligibility for financial support, scholarships and awards. Students are strongly advised to contact Financial Aid and Awards prior to submitting a request for transfer credit. International students are strongly advised to contact the International Centre for Education prior to submitting a request for transfer credit.
7. Courses transferred from another institution are not included in the calculation of the institutional grade point average (GPA). However, the transfer of credits and the transfer of GPA become part of the student's permanent record at VCC.
8. Coursework completed ten (10) or more years prior is not automatically awarded transfer credit. Currency of the subject matter is taken into account, and decisions will be processed on an individual basis. Program specific limits on the currency of transfer credits may also apply.
9. Transfer credit used towards a VCC credential must fall within the same credential maximum duration timelines as per VCC Policy C.1.3 Granting of Credentials or the maximum duration timelines approved by Education Council for that credential/program.
10. Exceptions to these established College requirements, timelines and other criteria as listed must be approved by the Registrar's Office in consultation with individual Departments.

DEFINITIONS

BC Transfer Guide: An online list of courses where transfer agreements have been established between post-secondary institutions, both in and outside of BC.

Block Transfer Credit: The granting of a block of credits for the completion of a group of courses or certificate or diploma, which is recognized by the receiving institution, and which can be related in a meaningful way to part of a program.

Certified Translation: Where English is not the official language of instruction, a certified literal English translation of the transcript and course outlines/syllabi sent by the issuing institution or by a certified translator is required.

Course Outline: The essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods.

Official Transcript: To be considered official, transcripts must be in official university envelopes, sealed and endorsed by the issuing institution or sent via secure electronic delivery by the issuing institution.

Prior Learning Assessment and Recognition (PLAR): A structured method of assessing an individual's prior learning or experience to award formal credit. Refer to VCC Policy D.3.5 Prior Learning Assessment and Recognition.

Program Content Guide (PCG): The general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, 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.

Transfer Credit: The granting of credit for a course successfully completed at another formally recognized educational institution 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.

RELATED LEGISLATION & POLICIES

Legislation

College and Institute Act, RSBC 1996, c 52

Policies

- C.1.1 Grading, Progression and Withdrawal
- C.1.3 Granting of Credentials
- D.3.5 Prior Learning Assessment & Recognition
- D.3.6 Admissions
 - D.3.6.1 Flexible Admissions
- D.3.10 Indigenous Education Enrolment
- D.4.1 Students with Disabilities

RELATED PROCEDURES

Refer to D.3.11 Transfer Credit Procedures



PROCEDURES

Title	Transfer Credit
Policy No.	D.3.11
Approval Body	Board of Governors and Education Council (jointly)
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	
Effective Date	Draft: September 27, 2023

1. Students are responsible for initiating the transfer credit process upon admission to the College.
2. Students must complete a transfer credit request form available from the Registrar's Office.
3. Students are responsible for submitting official transcripts to support their request for transfer credit. (Note: Official transcripts should be sent directly from the issuing institution to VCC.)
4. Transfer credit requests, and all required documentation, must be received at least two weeks prior to the start of the term in which the course is offered.
5. The transfer credit administrative fee must be paid prior to the assessment.
6. Department Leaders, in consultation with the Registrar's Office, will have discretion for overriding the deadline.
7. Successfully completed courses not listed in the online BC Transfer Guide may also be eligible for transfer credit as a result of a formal assessment.
8. The Registrar's Office will keep a record of all courses assessed for transfer credit.
9. In some instances, if transfer credit is awarded for a full term or year of a program, then the credit may be awarded as a block transfer and will appear as such on the student's official academic record.
10. The Registrar's Office will inform students of the result of their transfer credit request.

If courses are from within Canada

11. After a transfer credit request form has been submitted by the student and an official transcript has been forwarded in a sealed envelope directly from the issuing institution to VCC, or via electronic transcript exchange service where applicable, the transfer credit will be assessed by the Registrar's Office.
12. Course work previously assessed and listed in the BC Transfer Guide will be automatically posted to the student's official academic record.
13. Course work not listed in the BC Transfer Guide that has been previously assessed and awarded by the Registrar's Office will be granted.

14. In the event the course work is not in the BC Transfer Guide and has not been previously assessed and awarded by the Registrar's Office, course outlines/syllabi must be provided by the student to determine if transfer credit is appropriate.
15. Official course outlines/syllabi must be from the year and/or semester/term in which the courses were successfully completed. These outlines/syllabi will be evaluated by VCC faculty with subject matter expertise. (Note: Catalogue or calendar course descriptions are not adequate for the purposes of transfer credit evaluation.)
16. Each course outline/syllabus must include the following information: a statement of course objectives, the number of weeks duration and/or course contact hours, the method of evaluation and grading, the number of credits, a comprehensive description of course content, and learning materials used.

If courses are from outside Canada

17. Students must send an official transcript to VCC. In the event the transcript is deemed irreplaceable, VCC will return the original copy to the student.
18. Official transcripts should be in the original language of instruction and should prominently display the institution's logo/stamp/seal. Where the official transcripts are not in English, students will need to provide certified translations to accompany their request.
19. Course outlines/syllabi must also be provided and should (where applicable) include the following: course name, course number, length of instructional period, total number of hours by instructional type, learning objectives/learning outcomes, and content of the course including texts and required readings, methods of instruction and grading/evaluation structure for each course. Where the official outlines/syllabi are not in English, students will need to provide certified translations to accompany their request.

RELATED POLICY

Refer to D.3.11 Transfer Credit Policy