# VANCOUVER COMMUNITY COLLEGE

# Vancouver Community College Education Council
## Meeting Agenda
December 10, 2019
3:30–5:30 p.m. VCC Downtown Campus, Room 240

| Item | Topic | Action | Speaker | Time | Attachment | Page |
|------|-------|--------|---------|------|-----------|------|
| 1. | **CALL TO ORDER** | | | 1 min | | |
| 2. | **ACKNOWLEDGEMENT** | | E. Ting | 1 min | | |
| 3. | **ADOPT AGENDA** | Approval | E. Ting | 1 min | ✓ | **1-2** |
| 4. | **APPROVE PAST MINUTES** | Approval | E. Ting | 1 min | ✓ | **3-6** |
| 5. | **ENQUIRIES & CORRESPONDENCE** | Info | E. Ting | 1 min | | |
| 6. | **BUSINESS ARISING** | | | | | |
| | a.  International Education | Info | J. Gossen | 20 min | | |
| 7. | **COMMITTEE REPORTS** | | | | | |
| | **a.  Curriculum Committee** | | T. Rowlatt | | | |
| | i.  Administrative Professional Certificate (International) | Approval | H. Roberts | 5 min | ✓ | **7-14** |
| | ii.  New Program: Early Childhood Care and Education Diploma (International Cohort) | Approval | K. Jovanovic | 5 min | ✓ | **15-40** |
| | iii.  Program Update: Early Childhood Care and Education Diploma | Approval | K. Jovanovic | 5 min | ✓ | **41-50** |
| | iv.  Program Update: Early Childhood Care and Education Certificate | Approval | K. Jovanovic | 5 min | ✓ | **51-59** |
| | v.  Curriculum Style Guide: Admission Requirements | Info | T. Rowlatt | 10 min | ✓ | **60-61** |
| | **b.  Policy Committee** | | | | | |
| | i.  D.4.3 Student Code of Conduct (Non-Educational Matters) | Info | J. Demeulemeester | 5 min | ✓ | **62-75** |
| | ii.  A.1.2 Student Appeal of Suspension to Board of Governors | Info | J. Demeulemeester | 5 min | ✓ | **76-83** |
| | **c.  Appeals Oversight Committee** | Info | A. Candela | 5 min | | |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| | **d. Education Quality Committee** | | | | | |
| | i. Program Renewal Report and Action Plan: Deaf and Hard of Hearing (DHH) | Info | T. Rowlatt | 5 min | ✓ | **84-116** |
| **8.** | **RESEARCH REPORT** | Info | E. Ting | 5 min | | |
| **9.** | **CHAIR REPORT** | Info | E. Ting | 5 min | | |
| **10.** | **STUDENT REPORT** | Info | P. Patigdas | 5 min | | |
| **11.** | **ELECTIONS** | Decision | D. McMullen | 20 min | | |
| | a. Chair | | | | | |
| | b. Vice-Chair | | | | | |
| | c. Two Executive Committee Members | | | | | |
| | d. Standing Committee Chairs | | | | | |
| | i. Curriculum Committee | | | | | |
| | ii. Education Policy Committee | | | | | |
| | iii. Education Quality Committee | | | | | |
| | iv. Appeals Oversight Committee | | | | | |
| **12.** | **NEXT MEETING & ADJOURNMENT** | Info | E. Ting | 1 min | | |
| | Next meeting: January 14, 2020 3:30–5:30 p.m., BWY, room 5025 | | | | | |

**VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL**
**DRAFT–MEETING MINUTES**
**November 12, 2019**
**3:30–5:30 p.m. VCC Broadway Campus, Room 5025**

## ATTENDANCE

| Education Council Members | Regrets |
|---|---|
| Elle Ting (Chair) | Todd Rowlatt |
| Denise Beerwald (Vice Chair) | **Guests** |
| Andrew Candela | Jennifer Kelly |
| Dave McMullen | Karin Jones |
| David Wells | Phoebe Patigdas |
| Heidi Parisotto | Taryn Thomson |
| Jo-Ellen Zakoor | **Recording Secretary** |
| John Demeulemeester | Darija Rabadzija |
| Lucy Griffith | |
| Natasha Mandryk | |
| Nona Coles | |
| Shawna Broekhuizen | |

## 1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

## 2. ACKNOWLEDGEMENT

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

## 3. ADOPT AGENDA

> **MOTION:** THAT Education Council adopt the November 12, 2019 agenda as presented.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

## 4. APPROVE PAST MINUTES

> **MOTION:** THAT Education Council adopt the October 8, 2019 minutes as presented.
>
> **Moved by S. Broekhuizen, Seconded & CARRIED (Unanimously)**

## 5. ENQUIRIES & CORRESPONDENCE

- There were none.

## 6. BUSINESS ARISING

### a) Notice of Elections

- E. Ting informed Education Council that elections for all Chair positions and the Education Council Executive will be held at the next meeting on December 10.

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

### i) Program Update: First-year University Transfer Computing Science and Software Systems Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the First-year University Transfer Computing Science and Software Systems Certificate program.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk reported on the proposed changes based on the transfer agreement with SFU. To align with SFU's updated program requirements, MATH 2700 was added as a required course, PSYC 1200 removed from electives, and the number of credits in electives was reduced from 6 to 3.

### ii) Program Update: First-year University Transfer Environmental Studies Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the First-year University Transfer Environmental Studies Certificate program.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk presented the proposal to update the course list based on SFU's updated program requirements, in addition to correcting an error in CourseLeaf by replacing BIOL 2204 with BIOL 2104.
- An error message currently appears in the program content guide in CourseLeaf, since course GEOG 2241 was inadvertently deleted. The Registrar's Office has been made aware of this issue.

### iii) Program Update: Jewellery Arts and Design Diploma

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Jewellery Art and Design Diploma program, including 16 revised course outlines and 4 new courses (JADE 1105, JADE 1206, JADE 2105, and JADE 2205).
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk and K. Jones presented the proposal to bring curriculum documentation up to date so it reflects how the program is currently taught. In addition, several courses were revised and four new courses created. Curriculum Committee feedback was incorporated.

### iv) Course Deactivations: Jewellery Arts and Design

> **MOTION:** THAT Education Council approve the deactivation of six (6) courses: JADE 1104, JADE 1204, JADE 2104, JADE 2107, JADE 2204, and JADE 2207.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk and K. Jones presented the proposal to deactivate six courses as part of the updates to the Jewellery Arts and Design Diploma program.

### v) Ranges in Evaluation Plans and Renaming Goal to Program Purpose

> **MOTION:** THAT Education Council approve the use of percentage ranges in the evaluation plans on formal course outlines.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk presented the proposal arising from work on a Curriculum Style Guide. Instead of requiring a fixed percentage, this new approach would allow ranges of percentages in evaluation plans (e.g., tests are worth 20–35%) up to a range of 15%. Evaluation plans on course syllabi would have to be finalized and provided to students by the first day of class.

- There was a discussion about the need for transparency for students, and the fact that evaluation plans could vary among cohorts in the same program. D. Wells explained that a similar structure is in place at SFU, allowing some flexibility for instructors to customize evaluation plans to match their teaching style or for a cohort of students. Responding to a question about policy implications, J. Demeulemeester noted that policy C.1.1 Grading, Progression and Withdrawal would not need to be revised.

> **MOTION:** THAT Education Council approve changing the name of the "Goal" section of the Program Content Guide (PCG) to "Program Purpose."
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk reported that Curriculum Committee felt "Goal" did not properly represent the point of this section in the PCG. Different options were discussed, and "Program Purpose" was felt to most clearly reflect what should be contained in this section, namely the purpose for students to choose the program in terms of knowledge and skills acquisition and prospective careers.

## b) Policy Committee

### i) C.3.2 Program Review and Renewal

> **MOTION:** THAT Education Council recommend that the Board of Governors approve, with changes approved at this meeting, revised C.3.2 Program Review and Renewal policy and procedures.
>
> **Moved by J. Demeulemeester, Seconded & CARRIED (Unanimously)**

- J. Demeulemeester presented the revisions, which were primarily driven by recommendations from the Quality Assurance Committee and received community feedback. Small changes included clarifying the number of external reviewers and exempting programs undergoing renewal from the annual program review.
- Committee discussed feedback regarding financial viability, which was considered to fall under policy C.3.3 Program Suspension, rather than C.3.2. Committee will work on policy language to address Indigenization, inter-cultural competency, and Universal Design for Learning.
- E. Ting suggested the following minor edits, which were accepted: update to the name of the Quality Assurance Committee (see item 7di), minor rewording of procedure #9, and update of procedure #15 to allow for more than one Instructional Associate to chair a Steering Committee.

### ii) D.1.4 Curriculum/Educational/ Institutional Materials Created within the College

> **MOTION:** THAT Education Council recommend that the Board of Governors approve, in the form presented at this meeting, D.1.4 Curriculum/Educational/ Institutional Materials Created within the College policy and procedures.
>
> **Moved by J. Demeulemeester, Seconded & CARRIED (Unanimously)**

- J. Demeulemeester presented the policy and procedures with revisions made in consultation with HR, the VCCFA, and policy writer Virginia Adams. The policy clarifies ownership of materials created by employees at the College. The College generally owns the copyright, unless one of two exceptions applies: a written agreement or collective agreement provisions contrary to the policy (e.g. in the VCCFA collective agreement). Previously, language from the VCCFA collective agreement was included in the policy appendix, but it was removed as part of the latest revisions. A policy principle regarding the respectful use and protection of Indigenous knowledge was included. Procedures were clarified, and employees are encouraged to consider entering a written agreement before commencing work.

## c) Appeals Oversight Committee

- A. Candela reported that the next Tribunal Training Day is planned for February 21, 2020. The event will be advertised on myVCC, and committee will work with SUVCC to recruit students. The format will differ from previous training days and include a variety of activities. J.-E. Zakoor emphasized the importance of training panel members for different types of appeals, besides appeals to EdCo.

- Committee member and Department Head of Counselling N. Coles is looking for the opportunity to[6] observe a panel for training purposes, with permission of all parties involved.

### d) Quality Assurance Committee

### i) Committee Name Change

> **MOTION:** THAT Education Council approve a change in the name of the 'Quality Assurance Committee' to 'Education Quality Committee.'
>
> **Moved by H. Parisotto, Seconded & CARRIED (Unanimously)**

- H. Parisotto presented the proposal on behalf of T. Rowlatt, who was unable to attend. Committee felt that the current name and acronym do not accurately represent the committee's work, and suggested the new name "Education Quality Committee."

### ii) Renewal Report and Action Plan: Leadership Suite of Programs

- H. Parisotto presented the renewal report and action plan for the Leadership Suite of Programs. Participants in the renewal felt it was an enriching experience; work on curriculum revisions is underway.

## 8. RESEARCH REPORT

- E. Ting reported that Research Day will take place on November 21 and encouraged College members to RSVP. The event is funded through a $5,000 NSERC grant. The REB received three new project reviews, with one going to the full board on November 27. The new REB group for 2019/20, with six new members from VCC, held its first meeting on October 25. The annual research report will be presented in December.

## 9. CHAIR REPORT

- E. Ting welcomed L. Griffith as the new Education Council representative for the School of Trades, Technology and Design.
- A draft agenda for the upcoming EdCo Planning Day on November 29 was distributed. Since Education Council currently does not have any student or support staff representatives, E. Ting's suggestion to invite representatives from SUVCC and CUPE as guests was accepted.

## 10. STUDENT REPORT

- P. Patigdas reported that SUVCC representatives attended the provincial Advocacy Week organized by the B.C. Federation of Students in Victoria. Main topics included needs-based grants, tuition fee limits for international students, and strengthening sexual violence policies. The newly elected SUVCC Board started its term at the end of October. November activities will be focused on Transgender Awareness Week and unlearning sexism. The SUVCC Downtown office is closed for renovations until January, but all students can access services at the Broadway office.

## 11. NEXT MEETING AND ADJOURNMENT

- The Education Council Planning Day will be held on November 29, from 8:30 a.m.-12:00 p.m., at the Broadway Campus, room 1228, followed by lunch and planning sessions for Education Policy and Curriculum Committees. The next regular Education Council meeting will be held on December 10, 2019, 3:30-5:30 p.m., at the Downtown Campus, room 240.

> **MOTION:** THAT Education Council adjourn the November 12, 2019 meeting.
>
> **Moved by E. Ting, Seconded & CARRIED (Unanimously)**

- The meeting was adjourned at 4:18 p.m.

**Elle Ting**
**Chair, VCC Education Council**

# DECISION NOTE

**PREPARED FOR**:     Education Council

**DATE:**     December 10, 2019

**ISSUE**:     New credential: Administrative Professional Certificate (International)

**BACKGROUND:**
The Applied Business Department is proposing packaging its two new credentials, Administrative Professional 1 and Administrative Professional 2, into one 8-month program for international students to register in. Education Council approved AP1 and AP2 at its October meeting. The curriculum is otherwise the same. International students will be integrated with domestic students in courses, offering a diverse mix of students. This matches how the Applied Business Department has been supporting international students for many years. For that reason, the program is titled "(International)" instead of "(International Cohort)."

**DISCUSSION:**
Helen Roberts, Department Head in Applied Business, presented this proposal. The Committee had no concerns.

**RECOMMENDATION:**
THAT Education Council approve, in the form presented at this meeting, the Program Content Guide for the new Administrative Professional Certificate (International) program, and recommend that the Board of Governors approve the new credential.

**PREPARED BY:**     Todd Rowlatt, Chair, Curriculum Committee

**DATE:**     November 20, 2019

# Program Change Request

## New Program Proposal

Date Submitted: 11/08/19 1:53 pm

Viewing: **Administrative Professional Certificate (International)**

Last edit: 11/08/19 1:53 pm

Changes proposed by: hroberts

Program Name:

   Administrative Professional Certificate (International)

Credential Level:         Certificate

Effective Date:          September 2020

School/Centre:          Hospitality, Food Studies & Applied Business

Department            Administrative Assistant (4612)

Contact(s)

### In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Board of Directors

### Approval Path

1. 11/08/19 1:55 pm Helen Roberts (hroberts): Approved for 4612 Leader
2. 11/08/19 2:55 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 11/20/19 11:29 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

| Name | E-mail | Phone/Ext. |
|---|---|---|
| Helen Roberts | hroberts@vcc.ca | 8525 |

## Program Content Guide

Purpose

The Administrative Professional Certificate (International) is designed to prepare international students for advanced administrative positions.  Students will learn advanced skills in Microsoft Office (including Word, Outlook, Excel, PowerPoint, and Access), business communications and data management. Students will also become proficient at keyboarding and at creating, revising, formatting and processing a wide range of business documents.  In addition, they will be introduced to computerized accounting and given the skills to handle office finances.  These skills, as well as training in time management and social media use, plus practice with a variety of communication skills, will equip graduates for administrative assistant work.

Admission Requirements

Grade 12 graduation or equivalent
English 12 with a minimum 'C-' grade, or Communications 12 with a minimum 'B' grade, or English Language Proficiency at English 12 with a pass

Prior Learning Assessment & Recognition (PLAR)

Students can request Prior Learning Assessment & Recognition (PLAR) for the following courses in the Administrative Professional Certificate (International):  OADM 1102  Keyboarding 1 and OADM 1202 Keyboarding 2.
Students who request PLAR for OADM 1102 Keyboarding 1 will be required to demonstrate, to the Department's satisfaction, that they can have correct touch-typing technique and can keyboard at 30 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.
Students who request PLAR for OADM 1202 Keyboarding 2 will be required to demonstrate, to the Department's satisfaction, that they can have correct touch-typing technique and can keyboard at 40 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.
Process:
1. Apply and meet all the admission requirements for the Administrative Professional Certificate (International).
2. Contact the Applied Business Department Head to request PLAR.
3. Arrange a date and time with the Department Head to take a keyboarding test.
4. Complete the PLAR form and submit payment.
See Policy D.3.5 for more information about VCC's PLAR procedures.

Program Duration & Maximum Time for Completion

The program is eight months in length.  Students must complete this program within three years.

Program Learning Outcomes

Upon successful completion of the Administrative Professional Certificate (International), students will be able to:

Use correct keyboarding technique to a minimum speed of 40 gwpm on a five-minute test with a maximum of five errors

Use advanced features of Microsoft Outlook, Word, and basic features of Excel, and integrate Microsoft Office applications

Prepare a wide variety of business documents that meet the comprehensive demands of today's office and utilize writing plans to communicate effectively when writing routine, persuasive and negative news documents

Professionally greet visitors by phone and in person, and take messages

Use common office equipment

Communicate effectively in the workplace, and demonstrate respectful and ethical workplace behaviour

Create job search documents and participate appropriately in job interviews

Use social media for business purposes

Take effective minutes at meetings, and transcribe audio recorded dictated material

Describe how office finances are handled, including by computerized accounting

Demonstrate time-management and project-management skills

Practice problem-solving strategies, conflict resolution techniques, and feedback delivery

Instructional Strategies, Design, and Delivery Mode

The courses use lectures and readings to explain material and use assignments to put this information into practice.  Where appropriate, theory may also be presented through videos, demonstrations, and guest lectures.  The majority of class time is devoted to training in practical computer skills, building business communications skills--both written and interpersonal, and in introducing students to handle office finances.
The students are required to work both in groups and individually.

Evaluation of Student Learning

An evaluation of the learning progress of each student is prepared by the instructor(s).  Evaluation is a combination of an assessment of practical assignments, theory, participation, and/or practical examinations.  Students must pass all courses and achieve a cumulative GPA of at least 2.0 in Term 1 in order to progress to Term 2.  Students must pass all courses and achieve a cumulative GPA of at least 2.0 to graduate.

Recommended Characteristics of Students

Ability to work well with others.  Interest in office administration work.

Courses

Plan of Study Grid

| Term One | | Credits |
|---|---|---|
| OADM 1103 | Outlook | 1 |
| OADM 1104 | Word 1 | 2.5 |
| OADM 1102 | Keyboarding 1 | 3 |
| OADM 1105 | Business Writing 1 | 2.5 |
| OADM 1106 | Excel | 2.5 |
| OADM 1108 | Business Writing 2 | 2.5 |
| OADM 1107 | Office Skills 1 | 2.5 |
| OADM 1109 | Job Search | 2.5 |
| | Credits | 19 |

| Term Two | | |
|---|---|---|
| OADM 1201 | Word 2 | 2.5 |
| OADM 1202 | Keyboarding 2 | 2.5 |
| OADM 1203 | Business Writing 3 | 2.5 |
| OADM 1204 | Office Finance | 2.5 |
| OADM 1205 | Social Media and Technology | 1.5 |
| OADM 1208 | Office Skills 2 | 2 |
| OADM 1207 | Access | 1.5 |
| OADM 1206 | Practicum Preparation | 1 |
| OADM 1209 | Admin Professional Practicum | 3 |
| | Credits | 19 |
| | Total Credits | 38 |

Transcript of Achievement

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

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

# Grading Standard

Transcript of Achievement

| Grade | Percentage | Description | Grade Point Equivalency |
|---|---|---|---|
| A+ | 96-100 | | 4.33 |
| A | 91-95 | | 4.00 |
| A- | 86-90 | | 3.67 |
| B+ | 81-85 | | 3.33 |
| B | 76-80 | | 3.00 |
| Grade | Percentage | Description | Grade Point Equivalency |
| B- | 71-75 | | 2.67 |

| C+ | 66-70 | | 2.33[12] |
| C | 61-65 | | 2.00 |
| C- | 56-60 | | 1.67 |
| D | 51-55 | Minimum Pass | 1.00 |
| F | 0-50 | Failing Grade | 0.00 |
| S | 70 or greater | Satisfactory - student has met and mastered a clearly defined body of skills and performances to required standards | N/A |
| U | | Unsatisfactory - student has not met and mastered a clearly defined body of skills and performances to required standards | N/A |
| I | | Incomplete | N/A |
| IP | | Course in Progress | N/A |
| W | | Withdrawal | N/A |
| Course Standings | | | |
| R | | Audit. No Credits | N/A |
| EX | | Exempt. Credit Granted | N/A |
| TC | | Transfer Credit | N/A |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

Provide a rationale
for this proposal.

The 8-month Administrative Assistant Certificate Program has gone through program renewal, and two new 4-month certificate programs, Administrative Professional 1 and Administrative Professional 2, have been created. This Administrative Professional Certificate (International) is designed to meet the needs of international students, who will attend courses with domestic students, but who will be completing both Administrative Professional 1 and Administrative Professional 2 courses.

Are there any
expected costs to
this proposal.

Given the difficulties that international students have been experiencing in VCC programs with their English levels, it would be highly desirable for VCC (perhaps through the International Students Office) to fund free English workshops or seminars for international students, outside the regular class times.

## Consultations

| Consulted Area | Consultation Comments |
|---|---|
| Centre for Teaching, Learning, and Research (CTLR) | Andy Sellwood has worked with the Department on the Administrative Professional 1 and 2 Certificates, and the Administrative Professional Certificate (International Cohort) programs. |
| International Education | Jennifer Gossen requested that a separate 8-month program be created for international students, and that the program name make it clear that the program is not for an international cohort. She was not in favour of increasing the English language level for international students. |
| Other | Tanny Marks raised some interesting questions and pointed out that the proposed recommended characteristics would adversely affect disabled students. |
| Learning Centre | Emily Simpson raised concerns about the English level required for the program. |
| Registrar's Office | No response was received to my email of October 31, 2019. |
| Advising & Recruitment | Wendy LaFrance suggested that the wording of the admission requirements (i.e. the references to English 12 and Communications 12) be updated to reflect the new course names. Those changes were not made because I understand they will be made to all PCGs in due course. |
| Assessment Centre | No response was received to my email of October 31, 2019. |
| Counselling | No response was received to my email of October 31, 2019. |
| Disabilities Services | No response was received to my email of October 31, 2019. |
| Facilities | No response was received to my email of October 31, 2019. |

| Consulted Area | Consultation Comments |
|---|---|
| Finance | No response was received to my email of October 31, 2019. |
| Financial Aid | No response was received to my email of October 31, 2019. |
| Indigenous Education & Community Engagement (IECE) | No response was received to my email of October 31, 2019. |
| Information Technology (IT) | No response was received to my email of October 31, 2019. |
| Institutional Research (IR) | No response was received to my email of October 31, 2019. |
| Library | No response was received to my email of October 31, 2019. |
| Marketing & Communications | No response was received to my email of October 31, 2019. |
| Safety & Security | No response was received to my email of October 31, 2019. |
| Student Services | No response was received to my email of October 31, 2019. |
| Faculty/Department | Gayle Spurr pointed out a punctuation error. Mindi Cofman had no specific comments. No responses yet from other instructors. |

## Additional Information

Provide any additional information if necessary.

Supporting

documentation:

## Marketing Information

*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.*

# DECISION NOTE

**PREPARED FOR**:     Education Council

**DATE:**     December 10, 2019

**ISSUE**:     New credential: Early Childhood Care and Education Diploma (International Cohort) and revisions to existing ECCE credentials

**BACKGROUND:**

The ECCE department is proposing to start a daytime, full-time version of its ECCE Diploma program. As part of that, they have also created a new program for international students. ECCE has always run part-time and has been unable to accept international students because of that. Given the amount of investment in early childhood care by the province, the department believes this is the perfect time to launch full-time programming that will be accessible to both domestic and international students.

The international version of the program is functionally the same as the program that domestic students will take. International students will take one additional course: ECCE 1011 Introduction to Early Childhood Care and Education Studies. This course will explore the BC context for ECCE and prepare students for the rest of the program. Some courses will also be taken in different terms. International students need additional time to obtain work permits for the field observations and practicums; therefore, those courses are offered in later terms than for domestic students.

The domestic program is also changing its name from ECCE Post-Basic Diploma to the Early Childhood Care and Education Diploma, in order to maintain a consistent naming convention. The program also removed an admission requirement in both the domestic diploma program and the certificate program requiring a doctor's note; this was removed as a requirement for the Early Childhood Education Registry in BC. A number of other small changes were made.

The part-time, evening program will continue, to maintain that accessible option for (domestic) students.

**DISCUSSION:**

Katarina Jovanovic, Program Coordinator for ECCE, presented this proposal. She explained the context of the program and detailed her consultations with International Education to ensure the program would work for international students.

The Committee had a number of requests. The major ones were:
- Add a Program Learning Outcome related to professional ethics in all three PCGs
- Adjustments to some Course Learning Outcomes in ECCE 1011 and 2106

- Clarifying which admission requirements are pre-acceptance vs. post-acceptance
- Ensure consistent effective dates

The requested changes have been made. Minor revisions to nine (9) existing course outlines were approved by Curriculum Committee.

**RECOMMENDATION:**
THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Early Childhood Care and Education Diploma (International Cohort), including one (1) new course ECCE 1011, and recommend the Board of Governors approve the credential.

THAT Education Council approve, in the form presented at this meeting, updates to the PCG for the Early Childhood Care and Education Diploma program, including a change to the program name and removal of the physician's report from the admission requirements.

THAT Education Council approve, in the form presented at this meeting, updates to the Early Childhood Care and Education Certificate program admission requirements, removing the physician's report.


**PREPARED BY:**        Todd Rowlatt, Chair, Curriculum Committee

**DATE:**        November 20, 2019

# Program Change Request

## New Program Proposal

Date Submitted: 11/01/19 9:25 am

Viewing: **Early Childhood Care and Education Diploma (International Cohort)**

Last edit: 11/21/19 10:56 am

Changes proposed by: kjovanovic

Program Name:

  Early Childhood Care and Education Diploma (International Cohort)

| | |
|---|---|
| Credential Level: | Diploma |
| Effective Date: | January 2021 |
| School/Centre: | Continuing Studies |
| Department | Early Childhood Education (6052) |
| Contact(s) | |

### In Workflow

1. **6052 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

### Approval Path

1. 11/01/19 10:02 am Katarina Jovanovic (kjovanovic): Approved for 6052 Leader
2. 11/04/19 10:09 am Rebeccah Bennett (rbennett): Approved for Senior PC
3. 11/06/19 5:23 pm Claire Sauve (csauve): Approved for CCS Dean
4. 11/21/19 11:17 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

| Name | E-mail | Phone/Ext. |
|---|---|---|
| Katarina Jovanovic | kjovanovic@vcc.ca | 8660 |

# Program Content Guide

Purpose

The purpose of the Early Childhood Care and Education (ECCE) Diploma is to prepare graduates to work in licensed infant toddler, preschool, and inclusive childcare settings. The Early Childhood Care and Education Diploma includes three components: the Basic ECCE, and the integrated Post-Basic Infant Toddler and Special Needs.

The Early Childhood Care and Education Diploma provides graduates with an enriched and comprehensive knowledge of typical and atypical child development and inclusive practices in working with children 0-6. Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.

Admission Requirements

Grade 12 graduation or equivalent

Minimum 18 years of age

English Language Proficiency assessed at English 12 with a minimum 'C'

Interview with Selection Committee, in person or by video conference

Two letters of recommendation, indicating suitability for the program

**Upon Acceptance:**

Criminal Record Check (CRC)

In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for the Criminal Record Check online. The CRC has to be completed prior to the start of the first course.

TB Screening

Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations

A VCC Immunization Record must be completed. Immunizations in the following are *strongly recommended* and in some cases *may be required* for practicum placements:

Diphtheria/Tetanus

Polio

Measles, Mumps & Rubella

Varicella (chicken pox)

Hepatitis B

Influenza

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment is not available for this program.

Program Duration & Maximum Time for Completion

The duration of the Early Childhood Care and Education Diploma is two years full time (1830 hours of combined lecture, field observations, and practicum). The maximum time for completion is 5 years.

Program Learning Outcomes

On completion of the Early Childhood Care and Education Diploma, graduates will be able to:

Protect and promote the psychological and physical safety, health and well-being of young children ages 0-6 and implement effective inclusive practices in working with both typically developed and children with exceptionalities.

Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.

Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives.

Use pedagogical narration to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support.

Analyze variations in development among young children, ages 0-6.

Establish and maintain an open, cooperative relationship with each child's family.

Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting.

Establish and maintain collaborative relationships with other community service providers working with the child.

Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.

Practice administrative and management skills as related to early care and learning settings.

Practice ethical and professional behaviour when working in the early childhood and education industry.

Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings.

Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students. The class time includes the use of the ECCE Lab.

Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Evaluation of Student Learning

Students are evaluated through a variety of methods including: quizzes, tests, essays, assignments, projects, presentations, participation, and group work.

Students must maintain a minimum GPA of 1.67 (55-59%) 'C-'. Students failing to maintain a minimum GPA in each semester may be required to withdraw from the ECCE program, or may be prevented from registering for the following term.

Students who complete all Year 1 courses (43 credits) may choose to exit the program with a Early Childhood Care and Education Certificate. Students may then choose to return to the program at a later time to complete the Diploma credential.

Recommended Characteristics of Students

The Early Childhood Care and Education Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended:

Desire to work with children and families in early childhood programs and services

Previous experience in working with young children

Ability to communicate effectively in English

Courses

Plan of Study Grid

**First Year**

| Term One | Credits |
|---|---|
| ECCE 1011 Introduction to Early Childhood Care and Education Studies | 2 |
| ECCE 1301 Foundations in ECCE | 2.5 |
| ECCE 1302 Field Study 1 | 1 |
| ECCE 1303 Communications | 1.5 |
| ECCE 1304 Observing and Recording | 2 |
| ECCE 1107 Guiding and Caring | 2 |
| ECCE 2309 Ecology of Family | 2 |
| Credits | 13 |
| Term Two | |
| ECCE 1305 Child Growth 1 | 2 |
| ECCE 1306 Field Study 2 | 1 |
| ECCE 2301 Creative Art | 2 |
| ECCE 2302 Exploring Learning Environments | 2 |
| ECCE 2303 Field Study 4 | 1 |
| ECCE 2305 Practicum 1 | 2.5 |
| ECCE 2106 Field Study 5 | 1 |

| ECCE 2102 | Music and Movement | 2 |
|-----------|--------------------|---|
| | Credits | 13.5 |

**Term Three**

| ECCE 1104 | Child Growth 2 | 2 |
|-----------|----------------|---|
| ECCE 1307 | The Learning Child | 2 |
| ECCE 1308 | Field Study 3 | 1 |
| ECCE 2308 | Language and Literature | 2 |
| ECCE 2115 | Health, Safety and Nutrition | 2 |
| ECCE 2306 | Practicum 2 | 2.5 |
| ECCE 2304 | Integrated Program Planning | 1 |
| ECCE 2307 | Practicum 3 | 4 |
| | Credits | 16.5 |

**Second Year**

**Term Four**

| ECCE 2313 | Advanced Child Growth and Development IT/SN | 2 |
|-----------|--------------------------------------------|---|
| ECCE 2314 | Advanced Field Study IT/SN | 1 |
| ECCE 2235 | Infant Practicum | 4 |
| ECCE 2315 | Advanced Health, Safety and Nutrition IT/SN | 2 |
| | Credits | 9 |

**Term Five**

| ECCE 2320 | Professional Perspectives | 2 |
|-----------|---------------------------|---|
| ECCE 2200 | Enhancing Family Relationships | 2 |
| ECCE 2300 | Childcare Administration | 2 |
| ECCE 2316 | Role of the Caregiver IT | 3 |
| ECCE 2335 | Toddler Practicum | 4 |
| | Credits | 13 |

**Term Six**

| ECCE 2317 | Role of the Caregiver SN | 3 |
|-----------|--------------------------|---|
| ECCE 2230 | Special Needs Practicum 1 | 4 |
| ECCE 2330 | Special Needs Practicum 2 | 4 |
| | Credits | 11 |
| | Total Credits | 76 |

Transcript of Achievement

## Transcript of Achievement

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

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

### Transcript of Achievement

| Grade | Percentage | Description | Grade Point Equivalency |
|---|---|---|---|
| A+ | 90-100 | | 4.33 |
| A | 85-89 | | 4.0 |
| A- | 80-84 | | 3.67 |
| B+ | 76-79 | | 3.33 |
| B | 72-75 | | 3.00 |
| B- | 68-71 | | 2.67 |
| C+ | 64-67 | | 2.33 |
| C | 60-63 | | 2.00 |
| C- | 55-59 | Minimum Pass | 1.67 |
| D | 50-54 | | 1.00 |
| F | 0-49 | Failing Grade | 0.00 |
| S | 70 or greater | Satisfactory - student has met and mastered a clearly defined body of skills and performances to required standards | |
| 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.
OPPORTUNITY:

Offering full-time, daytime Early Childhood Care and Education Certificate and Early Childhood Care and Education Diploma (International Cohort) programs.

BACKGROUND:

The current ECCE program at VCC is only offered in a part-time, evening format. In the last two years, the Early Childhood Care and Education Certificate program has seen significant growth in enrollment (the number of students has doubled, compared to 2015), program quality (the renewal of the entire program was completed in November 2017 and was received highly at the College and in the community) and the instructional profile. The new ECCE Post Basic IT/SN Diploma Program was successfully launched in fall 2018.

The next level of extension of the ECCE programs at VCC would be to start a full time, one year, daytime Early Childhood Care and Education Certificate program for domestic students and a full time, two years, daytime Early Childhood Care and Education Diploma (International Cohort) program for international students.

RATIONALE:

I. EARLY CHILDHOOD CARE AND EDUCATION CERTIFICATE FULL TIME/DAY TIME PROGRAM
A. Student Profile. Quality of Instruction.

1) Daytime programs offer more opportunities to connect with community services and provide beneficial professional experience to students through guest presentations, field visits and observations. In daytime programs, these enriched learning opportunities can be organized, facilitated and guided by the instructors/PC during regular work hours when the majority of human and family services are operating. Daytime ECCE programs are typically more involved, have more opportunities for quality field observations and visits.

VCC has a strong reputation in the community and a daytime offering would make our ECCE program more competitive. VCC would illustrate that our ECCE department is sensitive to a variety of community needs and inclusive to all profiles of students, not only to working people who want to take the night classes.

2)To meet the competencies of the ECE Registry, students must complete a prescribed number of hours

observing in the field (the ECCE Certificate program includes five offsite field studies with the total of 150 hours of observation in early years settings). As the observations must be completed during the day, this aspect of the program has created challenges for our students who already have day jobs and attend classes at night. The students are often visiting sites for observations during the field study block specifically assigned for this purpose. Having a full-time daytime program would alleviate some of these challenges for all ECCE students at VCC.

3)The ECCE Certificate Program includes three (3) mandatory practicums. In our evening program, students schedule their own practicums at different times based on their individual needs and schedules. Students are provided with the list of recommended sites and receive strong support and guidance from the PC. In daytime programs, all the students take block practicums at the same time and the program coordinators arrange the practicums which would alleviate the challenge for students that wish to study full-time in having to take unpaid time off from work to find practicum placements that fit into their busy schedules.

4) Our current program employs 25 class and practicum instructors who are highly qualified professionals with strong roots in the field of Early Childhood Education. Many of these instructors have expressed that they would be prepared to make adjustments to their day jobs if our ECCE Certificate program was offered daytime as well. Some of our instructors already teach as part of two PDO projects: The Musqueam ECCE and The Extended ECCE Assistant Course.

It has been a challenge to maintain the number of students in one cohort throughout the period of two-year training. An average of 5-10 students, have to terminate their studies due to financial or personal problems. A daytime program could be completed in 10 months of full-time study. Attendance always has more stability in full-time, 10 month ECCE training programs. Having both full-time and part-time programs with transfer possibilities could mitigate potential attrition challenges.

5) Access to internal college infrastructure: evening students are not able to access the majority of college services available to daytime students during their class time. Examples: the bookstore has extended hours only at the beginning of the semester, the library hours are limited and the learning center, counselling and disability services are closed in the evening.

Part-time studies limit the profile of students who can enroll in the program. The following groups of candidates are not able to participate in our part-time Early Childhood Education studies:
a) Applicants who plan to use student loans
b) Indigenous students who need funding from their bands
c) Unemployed and underemployed individuals who receive benefits and qualify for funding to attend a full-time program that is no longer than one year
d) International students

The following candidates would be more likely to choose daytime options:

25

a) People who need/want to complete their training sooner rather than later in order to start working (the evening ECCE Certificate students require 2 years to complete their program; full-time students would require only 10 months of study.)

b) Single parents who receive childcare subsidy as part of their funding package and can apply it only in a licensed daytime childcare setting

c) Students who come to Vancouver from the BC Interior to pursue their studies

d) Individuals who do not want or are unable to take classes in the evening hours for various reasons, including limited mobility in evening

6) A full-time, 10-month, daily format of our ECCE Certificate program has already successfully been delivered in Gold Trail, in partnership with SD 74 in 2016 and 2017. This was completed in consultation with the ECE Registry and the VCC Education Council. No curriculum changes were required. The only modification in the program delivery related to the scheduling.

7) ECCE has a very strong PAC represented by influential professionals who have executive positions in YMCA, UBC Child Care Services, VPL, VCH, Developmental Disability Association and other community organizations. The ECCE PAC fully supports the daytime program initiative.

B. BC Government Child Care Commitments

Child Care BC has committed to creating 24.000 new licensed spaces over the next three (3) years. Over the last three (3) years, only 7400 new spaces have been created and there was already a high need for qualified ECCE professionals. Currently, BC lacks Early Childhood Educators (IT (Infant Toddler) qualified educators in particular).

Child Care BC has committed to reducing fees paid by parents by up to $350/month. This will result in an increased number of children attending childcare in BC and more demand for qualified staff.

Child Care BC has committed to secure fair compensation for early childhood education professionals. Higher wages will further motivate people to choose this career.

BC Government has located a chunk of investment to fund the current and future ECE-s through grants and bursaries.

Some other government investments for the next three (3) years include: family programs, hundreds of culturally-based Aboriginal Head Start programs and inclusive programs.

ECE Registry is working on the new package of required competencies for post-secondary, which has not yet been publicly announced but it will certainly mean higher educational level requirements for early childhood educators (our diploma program will meet the yet-to-be-announced changes whereas other

providers may not be ready to meet the new requirements).

The government will invest around $1M over 3 years only towards early childhood education. We are looking at a historical change in the overall structure and approach to early years and a huge potential of growth of early childhood programs in post-secondary institutions in BC. This is an opportunity and momentum that cannot be missed.

II. EARLY CHILDHOOD CARE AND EDUCATION DIPLOMA PROGRAM (INTERNATIONAL COHORT)

The Early Childhood Care and Education Diploma Program (International Cohort) will be a two year, full-time, daytime program offered to international cohort only. It will be composed of the ECCE Certificate and the ECCE Diploma programs and the additional prep course for international students (35 courses, 76 credits), delivered continuously during six semesters of study with no possibility of exit after the completion of the ECCE Certificate.

This program will address the costing for the entire full-time, daytime program delivery and open the opportunities for the VCC ECCE Program to accept the international students for the first time since the foundation of this program in 1970-s.

THE PROPOSAL

Multiple discussion with the senior management (which included the costing analysis) indicated that the international cohort of students would improve the costing map. The plan for the start of the daytime, full-time ECCE program outlines launching two cohorts in January 2021: the Early Childhood Care and Education Certificate (domestic students) and the Early Childhood Care and Education Diploma (international cohort). Based on the feedback from the ECCE faculty, the ECCE PAC and the community, the program delivery will integrate planned collaboration between the cohorts and the student mentorship. This project also integrates planned language support for international students based on their individual needs and the additional introductory prep course.

This proposal includes the modifications that have to be done to the ECCE Program to make it available for international students:

1. Develop a new PCG for the Early Childhood Care and Education Diploma (International Cohort) Program. This program will be a two year, full-time, daytime program for international students composed of the Early Childhood Care and Education Certificate and the Early Childhood Care and Education Diploma (previously called The ECCE Post-Basic IT/SN Diploma). These two programs will continue being offered separately as part time evening programs.

2. Change the name of the ECCE Post-Basic IT/SN Diploma Program into: Early Childhood Care and Education Diploma - for consistency with the Early Childhood Care and Education Diploma (International

Cohort)

3. Change the order of course delivery to allow enough time for obtaining the work permit for international students, which is essential for doing practicums.

4. Change the prerequisites in most of the courses in the ECCE Certificate program (which will be the first year of the new diploma program) to allow enough time for obtaining the work permit.

5. Develop a new course, "Introduction to Early Childhood Care and Education Studies" which will be a prep course for international students.

6. Modify admission requirements to make the program open and available for international students.

7. Remove the physician's letter as an admission requirement from all the ECCE Program. According to the new licensing regulations this document is not required anymore for employment and practicums in licensed early learning settings.

DISCUSSION:

1. VCC already has a strong, growing, healthy, high-quality and well respected ECCE Program. To grow the program and its reputation further, it is worth considering offering a full-time, daytime program to build on the existing part-time, evening one. This addition will be a huge step forward towards establishing VCC as a leader in Early Childhood Education post-secondary training.

2. A new daytime program would elevate the quality of instruction, offer more comprehensive services to students, increase the stability of student participation in the program and most importantly – show VCC's commitment to serve a wide variety of students in the community. Up until now, we have successfully served working people who want to continue learning. It is time to extend this quality service to other profiles of the population.

3. In light of the current BC Government investments in ECCE, VCC should capitalize on the momentum and increase its options for growth.

4. The new program would not require any changes in the curriculum. The entire ECCE Basic and Post-Basic programs went through renewal in 2017 and the current ECCE Certificate PCG attached) states that the program duration for the ECCE certificate is "two years of part-time or one year of full-time study".

5. The risk of creating competition against our own market of evening students is minimal as we would be targeting a different profile of students.

6. A daytime program has the potential to offer even higher quality than the current evening one, due to decreased challenges in implementing field studies and practicums and the increased number of services that can be available to the students.

Are there any
expected costs to
this proposal.

## Consultations

| Consultated Area | Consultation Comments |
|---|---|
| Centre for Teaching, Learning, and Research (CTLR) | September 17, 2019: Met with the instructional associates, Andy Sellwood and Francesco Barillaro to discuss this proposal. The feedback was positive and the meeting ended with the goal to clarify several areas in the proposal related to the language requirements and the number of credits. September 25, 2019: received an email from Francesco Barillaro with the following points: <br> - overall Anday and Francesco thought that the proposal and the new prep course looked great. <br> - In regards to the credits: it was acceptable to use the old ratio (20:1) for the new prep course and not apply the new credit policy for these revisions. <br> - Overall the prep course looked great. The suggestion was to change "academic paper" to "written assignments" and to decrease the participation mark as 30% was too high. <br> - Agreed with Denis Seremba's suggestion for including an English 12 requirement with a grade and referred to Todd Rowlatt for a more specific wording for this admission requirement. Andy and Francesco also referred to Carrie Leggatt (EAL Department Leader) to see how her department could assist with language support for international students. |
| Registrar's Office | September 09, 2019: consulted Denis Seremba, Associate Registrar, who responded that the proposal looked great. He recommended to include an English 12 requirement with a given grade under admission requirements. He expressed that indicating only IELTS may negatively impact the number of applicants. |

| Consultated Area | Consultation Comments |
|---|---|
| Faculty/Department | August, 2019: had two planning and consultation meetings with Ajay Patel, President and Ceo (interim) one meeting with Ajay Patel, Claire Sauve, the interim dean of CS and Jennifer Gossen, director, international education. this meeting helped outline the plan of the project, confirmed two cohorts (international and domestic) and determined the time line. August 23, 2019: Met with Claire Sauve, the interim dean of CS, and discussed the first version of the proposal. Claire thought that it was great. September 04, 2019: Met with the group of ECCE instructors and presented the first version of the proposal. The suggestion was that the Introduction to Early Childhood Care and Education Studies (prep course for international students) should be on the schedule prior to the start of the regular program rather than integrated in the schedule for term one which was the initial plan. In general, the instructors though that it was an excellent plan. October 01, 2019: the updated draft proposal was emailed to all the ECCE instructors for feedback. The response was positive, the instructors expressed enthusiasm for the new project and no additional concerns were raised. |

| Consulted Area | Consultation Comments |
|---|---|
| Other Department(s) | October 01,2019: contacted Carrie Leggatt, EAL Department Head. Carrie suggested that the international students will likely need additional language support. This will be challenging to arrange as the students will be taking the full time program already. It will also be an additional cost on top of their tuition considering that there is a higher fee that applies to international students. The best way to provide additional language support would be to integrate English classes in the program itself. Carrie included Sarah Yuen and Jennifer Gossen (International Education) in the conversation on language support for international students. Sara argued that the English level required to be accepted to the program is IELTS 6.5 (no band less than 6) which is in line with the ECCE program requirements at other colleges (e.g. Douglas and VIU). She added that the prep course could provide a valuable opportunity to get to know the students and find out which students need extra support with language/communication during their studies. |
| Library | October 02, 2019: Contacted Alicia Copp, the ECCE Librarian. Alicia responded that the library could support a cohort of international students with the an extensive ESL collection supporting language development. The library regularly offered classes to international students and this program would be just the continuation of the library has done already. Alicia didn't have any concerns and though that it would be great to have international students in the daytime hours. |

| Consultated Area | Consultation Comments |
|---|---|
| PAC/CEG | June, 2019: The ECCE PAC discussed the ECCE full-time, daytime project and strongly supported it agreeing with the rationale presented by the program coordinator (outlined in this proposal). Some PAC members expressed that they were supportive of the blended domestic/international cohort rather than separate domestic and international. While the daytime, fulltime program was received as an important milestone in the development of the ECCE program and a significant contribution for the community - the international cohort raised questions on pedagogical and program implementation challenges. Having two cohorts (domestic and international) in the new ECCE space next to each other with the close collaboration between two classes - was approved as an acceptable solution. The faculty may consider the mentorship system to ensure more effective integration and success for international students. |
| Affiliation, Articulation, and/or Accreditation Bodies | September 25, 2019: Had a teleconference with Erin Mirau De Vera, Early Childhood Education Program Coordinator, ECE Registry, Ministry of Children and Family Development. The consultation aimed to clarify any specific requirements or/and new policies in relation to the ECCE certification (license to practice) granted to international students. Erin De Vera clarified that no specific policies or requirements are applied to international students when granting the certification from the Ministry. <br> October 01, 2019: Contacted VCH and the senior licensing office for advise on the specific requirements for international students in relation to the immunization record. The response was that it was a general issue with post-secondary institutions recruiting international students and the office planned to meet and make some decisions on that matter. Followed up on Oct 23 and Oct 30 but haven't received any response yet. |
| PAC/CEG | |

| Consultated Area | Consultation Comments |
|---|---|
| Marketing & Communications | October 01, 2019: Emailed the draft proposal to Danielle Libonati and asked if the Marketing Department had any questions, suggestions or concerns related to the new program. Did not receive the response. |
| Counselling | October 01, 2019: Contacted Nona Coles, Department Head, Counselling. Nona expressed that the proposal looked great and added that Counselling was available to support students with academic, career, personal and crisis issues. |
| Finance | The Finance dis the costing for both cohorts of the prospective daytime, fulltime ECCE program. |

| Consultated Area | Consultation Comments |
|---|---|
| International Education | This proposal is the result of an ongoing one year communication by email and/or in person with the International Education Office.<br>The most recent conversation with International took place in the meeting on June 19, 2019. The following aspects of the proposed Early Childhood Care and Education Diploma (International Cohort) were discussed in the June meeting:<br><br>1. The admission requirements for international students (Grade 12 or equivalency, 18 years or older, IELTS 6.5 and the interview with selection commitee). The admission requirements outlined in this meeting were later discussed with Denis, Todd, Andy, Francesco and Carrie - and modified.<br>2. The Recruitment Process: International Student Advisors (ISAs) and the ECCE program coordinator/program assistant will advise students of the additional requirements that will be discussed and supported in the Introduction to Early Childhood Care and Education Studies course.<br>3. The Introduction to Early Childhood Care and Education Studies course - the components.<br>4. The Time Line: the program will start in January 2021. The plan is to present it to the Board in February and to start the promotion and recruitment internationally in the third week of February 2021.<br>5. The Required Documents: The ECE Registry and the VCH specific requirements for international students (physician's letter, immunization record, CRC). |

| Consultated Area | Consultation Comments |
|---|---|
| Learning Centre | October 01, 2019: Emailed the draft proposal to Emily Simpson, Coordinator, Learning Centres. Emily responded that this project was an exciting opportunity for the ECCE program. Emily inquired about the additional language support opportunities for international students and argued that the job search skills would be an important addition to the new course or to the program in general.Emily agreed that the daytime ECCE students will benefit more from the Learning Centre as they will be able to access it during the operating hours. If students write papers and reposrts, they will have access to online tutoring through WriteAway. General support will be similar for domestic students: it will be related to communication (written and oral) and study skills. It will only extend to the daytime cohort. International students will need additional support on pronounciation, vocabulary, professional communication, cultural awareness and/or understanding an assignment. However, the learning centre won't be able to provide help required for a student who has arrived with a reading, writing, speaking or listening level that is too low. |
| Advising & Recruitment | |
| Other | August 26, 2019: Met with Todd Rowlatt, the Curriculum Committee Chair, to discuss the first draft of the proposal. Todd suggested that the ECCE Post Basic IT/SN Diploma program had to change the name as well (and be called the Early Childhood Care and Education Diploma) for consistency. Todd also clarified that the third PCG should be introduced and gave some suggestions related to the clarity of the admission requirements.<br>September & October, 2019: exchanged a number of emails with Todd Rowlatt related to English language requirements.<br>Had multiple consultations with Todd Rowlatt throughout the process. |

| Consultated Area | Consultation Comments |
|---|---|
| Disabilities Services | October 01, 2019: emailed the draft proposal to Ron Kee asking if he had any concerns, suggestions or questions from the perspective of his department. Did not receive the response. |

## Additional Information

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Provide any additional information if necessary.


Attached to this proposal:


The Early Childhood Care and Education PCG

The ECCE Post-Basic IT/SN PCG (new name: Early Childhood Care and Education Diploma)

Supporting
documentation:

ECCE Post-Basic Diploma PCG September 2017.docx

ECCE Basic Certificate PCG September 2017.docx

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.*

This program is for:      International

Marketing Description


The Early Childhood Care and Education Diploma will provide graduates with an enriched and comprehensive knowledge of typical and atypical child development and inclusive practices in working with children 0-6. Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.

What you will learn

On completion of the Early Childhood Care and Education Diploma, graduates will be able to:

Protect and promote the psychological and physical safety, health and well-being of young children 0-6 years of age and implement effective inclusive practices in working with both typically developed and children with exceptionalities.

Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.

Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives.

Use pedagogical narration to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support.

Analyze variations in developing among young children 0-6.

Establish and maintain an open, cooperative relationship with each child's family.

Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting.

Establish and maintain collaborative relationships with other community service providers working with the child.

Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.

Practice administrative and management skills as related to early care and learning settings.

Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings.

What to expect

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students. The class time includes the use of the ECCE Lab. The ECCE Lab is a combination of classroom space and several mock learning centers. The instructors incorporate the practical application in their lectures.

Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Reviewer
Comments

Key: 143

# Course Change Request

## New Course Proposal

Date Submitted: 11/01/19 9:32 am

Viewing: **ECCE 1011 : Introduction to ECCE Studies**

Last edit: 11/20/19 12:25 pm

Changes proposed by: kjovanovic

Programs
referencing this
course
143: Early Childhood Care and Education Diploma (International
Cohort)

Course Name:

Introduction to Early Childhood Care and Education Studies

Effective Date:            January 2021

School/Centre:            Continuing Studies

Is this a non-credit course?            No

Department:            Early Childhood Education (6052)

Contact(s)

### In Workflow

1. **6052 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum**
   **Committee Chair**
5. **EDCO Chair**
6. CS Associate
   Registrar
7. Banner

### Approval Path

1. 11/01/19 10:02 am
   Katarina Jovanovic
   (kjovanovic):
   Approved for 6052
   Leader
2. 11/04/19 10:19 am
   Rebeccah Bennett
   (rbennett):
   Approved for Senior
   PC
3. 11/06/19 5:25 pm
   Claire Sauve
   (csauve): Approved
   for CCS Dean
4. 11/21/19 11:17 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

| Name | E-mail | Phone/Ext. |
|---|---|---|
| Katarina Jovanovic | kjovanovic@vcc.ca | 604-871-7000/8660 |

Banner Course
Name:                    Introduction to ECCE Studies


Subject Code:            ECCE - Early Childhood Care and Ed

Course Number            1011


Year of Study            1st Year Post-secondary

Credits:                 2

---

Course Description:

This course is designed to prepare students for Early Childhood Education studies in British Columbia. The course will provide an introduction to the ECE Registry & BC Licensing regulations, a short summary of the cultural and historical context of ECCE in Canada, an overview of basic English terminology used in the ECCE studies and an orientation to the common instructional strategies implemented in the ECCE classroom.

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 | Be aware and respond to diverse class instruction strategies (e.g. small and large group discussion, individual and group presentations, hand-on projects). |
| CLO #2 | Demonstrate the basic knowledge of BC childcare licensing regulations and the nature of the post-secondary ECCE programs approved by the BC ECE Registry. |
| CLO #3 | Use specific ECCE technical language and professional terminology. |
| CLO #4 | Discuss diverse course topics referring to the broad context of Early Childhood Education in BC. |
| CLO #5 | Describe and use effective interpersonal and professional communication skills. |
| CLO #6 | Demonstrate awareness of the types of early childhood education programming in BC. |

Instructional
Strategies:

> The course combines classroom lectures, presentations, discussions, individual and group work. Students are exposed to the new ECCE Resource Network - SECD (Science of Early Child Development). Guest speakers are invited to provide community awareness and connections for the students.
> The students will get familiar with the ECCE Lab space and be oriented to the college wide resources.

## Evaluation and Grading

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

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---|---|---|
| Assignments | 25 | Article Presentation: oral presentation on one article that deals with some common issues in ECCE. |
| Portfolio | 30 | Four journal write-ups that include the professional ECCE terminology. |
| Assignments | 25 | One-page write-up on the student's communication style. |
| Participation | 20 | Class participation |

## Hours by Learning Environment Type

Lecture, Seminar, Online

           40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

| Course Topics: |
|---|

| Course Topics: |
|---|

1. Early Childhood Education programs in BC

2. History and cultural context of ECCE in Canada

3. The roles of the ECE Registry and the BC Childcare Licensing

4. Basic English terminology and professional language used in early years settings and the ECCE post-secondary programs

5. Effective interpersonal communication

6. Teaching strategies in the ECCE classrooms and the ways they can benefit to various learning styles.

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

BC Early Learning Framework (2019)

ECEBC Code of Ethics

Handouts

# 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

This course is part of The Early Childhood Care and Education Diploma (International Cohort) proposal which includes the detailed rationale and consultations.

## Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

# Program Change Request

Date Submitted: 11/01/19 9:29 am

Viewing: **Early Childhood Care and Education Diploma** ~~ECCE Post-Basic Diploma~~

Last approved: 08/21/19 10:04 am

Last edit: 11/21/19 11:01 am

Changes proposed by: kjovanovic

Program Name:

  **Early Childhood Care and Education Diploma** ~~ECCE Post-Basic Diploma~~

Credential Level:          Diploma

Effective Date:            September **2020** ~~2018~~

School/Centre:            Continuing Studies

Department                ECCE - Infant Toddler (6227)

Contact(s)

## Approval Path

1. 11/01/19 10:04 am Katarina Jovanovic (kjovanovic): Approved for 6227 Leader
2. 11/04/19 9:55 am Rebeccah Bennett (rbennett): Approved for Senior PC
3. 11/06/19 5:22 pm Claire Sauve (csauve): Approved for CCS Dean
4. 11/21/19 11:17 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

## History

1. Feb 8, 2019 by Nicole Degagne (ndegagne)

2. Aug 21, 2019 by

Nicole Degagne

(ndegagne)

| Name | E-mail | Phone/Ext. |
|---|---|---|
| Katarina Jovanovic | kjovanovic@vcc.ca | 8660 |

# Program Content Guide

Purpose

The purpose of the Early Childhood Care and Education (ECCE) ~~Post-Basic~~ Diploma is to prepare graduates to work in licensed infant **toddler, preschool,** ~~toddler~~ and inclusive childcare settings. The **Early Childhood Care and Education** ~~ECCE Post-Basic~~ Diploma includes three components: the Basic ECCE, and the integrated Post-Basic ECCE Infant Toddler and Special Needs.

The **Early Childhood Care and Education** ~~ECCE Post-Basic~~ Diploma **provides** ~~will provide~~ graduates with an enriched **and** ~~and~~ comprehensive knowledge of **typical and atypical** child development **and inclusive** ~~and best~~ practices in **working with children 0-6.** ~~both areas: working with infants and toddlers as well as children with exceptionalities.~~ Each course in the **post-basic ECCE** program will cover integrated competencies from both specialty **areas (IT & SN),** ~~areas,~~ which will result in **an advanced** ~~a higher~~ level of professional competence for graduates of the program.

Admission Requirements

There are two entry pathways into the **Early Childhood Care and Education Diploma.** ~~ECCE Post-Basic Diploma:~~
**Year 1 Entry:**
~~Basic Entry and Post-Basic Entry. A)  For Basic Entry, the admission requirements are:~~**Grade 12** ~~High school~~ graduation or **equivalent** ~~equivalent~~
**Minimum 18 years of age**
~~Proof of English Proficiency:~~English **Language Proficiency assessed at** ~~12 with a minimum 'C' or the~~ English **12 with a minimum 'C'** ~~Language Assessment ( http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency-requirements/ )~~
**Interview with Selection Committee, in person or by video conference**
~~19 years or older~~ ~~Canadian citizen or Permanent Resident~~**Two** ~~Minimum two written~~ letters of **recommendation,** ~~reference~~ indicating suitability for the program
40 hours of volunteering work in a licensed childcare facility in BC
**Year 2 Entry:**
**Successful completion of VCC's** **Early Childhood Care and Education Certificate,** **or** ~~from Vancouver Community College or~~ **other approved training program** ~~institution~~ **as per BC Ministry of** ~~of~~ **Children and Family Development Early Childhood Education Registry**

Development Early Childhood Education Registry

**Grade 12 graduation or equivalent**

**English Language Proficiency assessed at English 12 with a minimum 'C'**

**Interview with Selection Committee, in person or by video conference**

**Two letters of recommendation, indicating suitability for the program**

**Upon Acceptance:**

**Criminal Record Check (CRC)**

~~Successful interview with the Program Coordinator based on criteria.Required for field observations and practicums:Proof of a negative Tuberculosis skin test.  If the skin test is positive, proof of a negative chest x-ray is requiredPhysician's Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children)A VCC Immunization Record must be completed.Immunizations in the following are strongly recommended:Diphtheria/TetanusPolioMeasles, Mumps, and RubellaHepatitis BInfluenza (on an annual basis)Chicken PoxA Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act.~~**In accordance with the Criminal Records Review Act, all** ~~All~~ individuals who work **with** ~~with~~ vulnerable adults and/or children must complete a **Criminal Record** ~~Criminal Records~~ Check through **the** ~~the~~ Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal **record** ~~Record~~ Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for **the** ~~a~~ Criminal Record Check online. **The CRC has to be completed prior to the start of the first course.**

**TB Screening**

**Students must submit** ~~Proof of~~ **a negative Tuberculosis (TB) skin test.** ~~test.  If the skin test is positive, proof of a negative chest x-ray is required~~ **If the TB skin test is positive, a negative TB chest x-ray is required.**

**Immunizations**

**A VCC Immunization Record must be completed. Immunizations in the following are** ~~are~~ *strongly recommended* **and in some cases** *may be required* **for practicum placements:** ~~recommended:~~

**Diphtheria/Tetanus**

**Polio**

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

**Varicella (chicken pox)**

**Hepatitis B**

**Influenza**

~~B)  For Post-Basic Entry, the admission requirements are the same as above (with the exception of 40 hours of volunteering work) and:Early Childhood Care and Education Certificate from Vancouver Community College or other approved training institution as per BC Ministry of Children and Family Development Early Childhood Education Registry~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The ~~ECCE Post-Basic Diploma is typically completed in 39-months (10 terms) of part-time study. The~~ maximum time for completion **for the Early Childhood Care and Education Diploma is** ~~is~~ five years.

1) ECCE Basic Certificate Exit: After successfully completing the courses in the ECCE Certificate program students will have the option of exiting the program with the **ECCE Certificate.** This credential qualifies for the **Early Childhood Educator Certification** granted from the Ministry of Children and Family Development.

The duration of this program is two years of part-time or one year of full-time study (960 hours of combined lecture, field observation, and practicum). The maximum time for completion is three years.

2) **Early Childhood Care and Education** ~~ECCE Post-Basic~~ Diploma Program: Students continuing with advanced, post-basic education (Infant Toddler and Special Needs will graduate with the **Early Childhood Care and Education** ~~ECCE Post-Basic~~ **Diploma.** This credential additionally qualifies for the **Infant Toddler and Special Needs Educator Certifications** granted from the Ministry of Children and Family Development.

The duration of the **Early Childhood Care and Education diploma** ~~post-basic~~ program is 15 months, part-time (830 hours of combined lecture, field observation, **and** ~~and~~ practicum). The maximum time for completion is two years. The maximum time between completion of the ECCE Certificate and enrolling to the **Early Childhood Education** ~~ECCE Post Basic~~ Diploma is five years.

Program Learning Outcomes

On completion of the **Early Childhood Care and Education** ~~ECCE Post-Basic~~ Diploma, graduates will be able to:
**Protect** ~~Protect~~ and promote the psychological and physical safety, health and well-being of infants and toddlers and children with **exceptionalities.** ~~exceptionalities~~
Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives
Use pedagogical narrations to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
Analyze variations in development among infants and **toddlers, ages 0-6** ~~toddlers~~
Establish and maintain an open, cooperative relationship with each child's family
Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
Establish and maintain collaborative relationships with other community service providers working with the child
Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change
Practice administrative and management skills as related to early care and learning settings
**Practice ethical and professional behaviour when working in the early childhood and education industry**
Advocate for high-quality, accessible, and comprehensive early care and learning settings

Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students. Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Evaluation of Student Learning

Students are evaluated through a variety of methods including: **quizzes, tests, essays, assignments, projects, presentations, participation, and group work.**

~~Group work~~

~~QuizzesTestsEssaysAssignmentsProjectsPresentationsParticipation~~Students must maintain a minimum GPA of 1.67 (55-59%) **'C-'.** ~~C-. If this level of achievement is not reached, students may be placed on probation.~~Students failing to maintain a minimum GPA in each semester may be required to withdraw from the ECCE program, or may be prevented from registering for the following term.

Recommended Characteristics of Students

The **Early Childhood Care and Education** ~~ECCE~~ Diploma is designed to meet the needs of adult learners who reflect the cultural **and** ~~and~~ linguistic diversity of our community.

The following attributes are recommended:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English

Courses

Plan of Study Grid

| Term One | Credits |
|---|---|
| ECCE 1301 Foundations in ECCE | 2.5 |
| ECCE 1302 Field Study 1 | 1 |
| ECCE 1303 Communications | 1.5 |
| ECCE 1304 Observing and Recording | 2 |
| Credits | 7 |
| Term Two | |
| ECCE 1305 Child Growth 1 | 2 |
| ECCE 1306 Field Study 2 | 1 |
| ECCE 1307 The Learning Child | 2 |

ECCE 1308 Field Study 3    1

    Credits    6

Term Three

ECCE 1104 Child Growth 2    2

ECCE 1107 Guiding and Caring    2

ECCE 2305 Practicum 1    2.5

    Credits    6.5

Term Four

ECCE 2301 Creative Art    2

ECCE 2302 Exploring Learning Environments    2

ECCE 2303 Field Study 4    1

ECCE 2304 Integrated Program Planning    1

ECCE 2306 Practicum 2    2.5

    Credits    8.5

Term Five

ECCE 2102 Music and Movement    2

ECCE 2309 Ecology of Family    2

    Credits    4

Term Six

ECCE 2308 Language and Literature    2

ECCE 2106 Field Study 5    1

ECCE 2115 Health, Safety and Nutrition    2

ECCE 2307 Practicum 3    4

    Credits    9

Term Seven

ECCE 2313 Advanced Child Growth and Development IT/SN 2

ECCE 2314 Advanced Field Study IT/SN    1

ECCE 2315 Advanced Health, Safety and Nutrition IT/SN    2

    Credits    5

Term Eight

ECCE 2200 Enhancing Family Relationships    2

ECCE 2300 Childcare Administration    2

    Credits    4

Term Nine

ECCE 2320 Professional Perspectives    2

ECCE 2316 Role of the Caregiver IT    3

ECCE 2317 Role of the Caregiver SN    3

ECCE 2235 Infant Practicum    4

ECCE 2230 Special Needs Practicum 1    4

    Credits    16

## Term Ten

| | | |
|---|---|---|
| ECCE 2330 | Special Needs Practicum 2 | 4 |
| ECCE 2335 | Toddler Practicum | 4 |
| | Credits | 8 |
| | Total Credits | 74 |

Transcript of Achievement

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

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

# Grading Standard

Transcript of Achievement

| Grade | Percentage | Description | Grade Point Equivalency |
|---|---|---|---|
| A+ | 90-100 | | 4.33 |
| A | 85-89 | | 4.00 |
| A- | 80-84 | | 3.67 |
| B+ | 76-79 | | 3.33 |
| B | 72-75 | | 3.00 |
| B- | 68-71 | | 2.67 |
| C+ | 64-67 | | 2.33 |
| C | 60-63 | | 2.00 |
| C- | 55-59 | Minimum Pass | 1.67 |
| D | 50-54 | | 1.00 |
| F | 0-49 | Failing Grade | 0.00 |
| S | 70 or greater | Satisfactory - student has met and mastered a clearly defined body of skills and performances to required standards | N/A |
| U | | Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards | N/A |
| I | | Incomplete | N/A |
| IP | | Incomplete | 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 Early Childhood Care and Education Program will be offered daytime with two cohorts of students: domestic and international. The international cohort will complete the entire diploma program with no exit and it will be called Early Childhood Care and Education Diploma (International Cohort). The ECCE Post-Basic Program will change its name to Early Childhood Care and Education Diploma, for consistency.

Are there any
expected costs to
this proposal.

No

Consultations

| Consultated Area | Consultation Comments |
|---|---|
| Faculty/Department | |
| Centre for Teaching, Learning, and Research (CTLR) | In the meeting on September 17, 2019, Andy Sellwood and Francesco Barillaro agreed with this change |
| Faculty/Department | In the meeting on Septemebr 04, 2019 the instructors expressed that this was a positive change. |
| Other | Todd Rowlatt, the Curriculum Committee Chair, suggested that the names of these two programs have to be consistent |

## Additional Information

Provide any additional information if necessary.

Supporting

documentation:

## Marketing Information

------------------------------------------------------------------------------------------------

*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.*

This program is for:          **Domestic**

Marketing Description


**The Early Childhood Care** ~~Gain the knowledge~~ and **Education Diploma will provide graduates with an enriched** ~~skills to specialize in care~~ and **comprehensive knowledge of typical** ~~education for infants, toddlers,~~ and **atypical child development and inclusive practices in working with** children **0-6.** ~~with exceptionalities.~~ **Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.**

What you will learn


**On completion of the Early Childhood Care and Education Diploma, graduates will be able to:**

**Protect and promote the psychological and physical safety, health and well-being of young children 0-6 years of age and implement effective inclusive practices in working with both typically developed and children with exceptionalities.**

**Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.**

**Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives.**

**Use pedagogical narration to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support.**

**Analyze variations in developing among young children 0-6.**

**Establish and maintain an open, cooperative relationship with each child's family.**

**Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting.**

**Establish and maintain collaborative relationships with other community service providers working with the child.**

**Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.**

**Practice administrative and management skills as related to early care and learning settings.**

**Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings.**

50

What to expect

**Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students.**

**The class time includes the use of the ECCE Lab. The ECCE Lab is a combination of classroom space and several mock learning centers. The instructors incorporate the practical application in their lectures.**

**Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.**

Reviewer

Comments

Key: 132

# Program Change Request

Date Submitted: 11/01/19 10:01 am

## Viewing: **Early Childhood Care and Education Certificate**

Last approved: 08/21/19 10:05 am

Last edit: 11/21/19 11:16 am

Changes proposed by: kjovanovic

Program Name:

Early Childhood Care and Education Certificate

Credential Level:      Certificate

Effective Date:      September **2020** ~~2018~~

School/Centre:      Continuing Studies

Department      Early Childhood Education (6052)

Contact(s)

### In Workflow

1. **6052 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**

### Approval Path

1. 11/01/19 10:02 am Katarina Jovanovic (kjovanovic): Approved for 6052 Leader
2. 11/04/19 10:12 am Rebeccah Bennett (rbennett): Approved for Senior PC
3. 11/06/19 5:24 pm Claire Sauve (csauve): Approved for CCS Dean
4. 11/21/19 11:17 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

### History

1. Dec 18, 2017 by clmig-jwehrheim
2. Feb 2, 2018 by Todd Rowlatt (trowlatt)

3. Aug 21, 2019 by
   Nicole Degagne
   (ndegagne)

| Name | E-mail | Phone/Ext. |
|------|--------|------------|
| Katarina Jovanovic | kjovanovic@vcc.ca | 8660 |

# Program Content Guide

Purpose

The purpose of the part-time Early Childhood Education and Care Program, offered through VCC Continuing Studies, is to prepare graduates to work in licensed preschool and childcare centres with children three to five years of age. Our program offers students the knowledge and skills to provide high quality service for young children and their families.

On completion of the ECCE Certificate Program, students may continue their studies to obtain the ECCE ~~Post-Basic~~ Diploma.

Admission Requirements

**Grade 12** ~~High school~~ graduation or equivalent

**Minimum 18 years of age**

~~Proof of English Proficiency:~~ English **Language Proficiency** assessed at ~~12 with a minimum 'C' or the~~ English **12 with a minimum 'C'** ~~Language Assessment ( http://www.vcc.ca/applying/registration-services/englishlanguage-proficiency-requirements/ )~~

**Interview with Selection Committee, in person or by video conference**

**Two** ~~Minimum two written~~ **letters of recommendation,** ~~reference~~ **indicating suitability for the program**

**40 hours of volunteering work in a licensed childcare facility in BC**

**Upon Acceptance:**

**Criminal Record Check (CRC)**

**In accordance with the Criminal Records Review Act, all** ~~All~~ **individuals who work with** ~~with~~ **vulnerable adults and/or children must complete a Criminal Record** ~~Criminal Records~~ **Check through the** ~~the~~ **Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record** ~~Record~~ **Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for the** ~~a~~ **Criminal Record Check online. The CRC has to be completed prior to the start of the first course.**

**TB Screening**

~~19 years or older Canadian citizen or Permanent Resident 40 hours of volunteering work in a licensed childcare facility in BC Successful interview with the Program Coordinator based on criteria Required for field observations and practicums:~~ **Students must submit** ~~Proof of~~ a negative Tuberculosis **(TB)** skin **test.** ~~test. If the skin test is positive, proof of a negative chest x-ray is required~~ **If the TB skin test is positive, a negative TB chest x-ray is required.**

**Immunizations**

~~Physician's Report (proof that individual is physically healthy and emotional maturity to meet the demands of working with young children)~~ A VCC Immunization Record must be completed. Immunizations in the following **are** ~~are~~ *strongly* **recommended** and in some cases *may be required* **for practicum placements:** ~~recommended:~~

Diphtheria/Tetanus

Polio

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

**Varicella (chicken pox)**

Hepatitis B

**Influenza**

~~Influenza (on an annual basis) Chicken Pox Minimum two written letters of reference indicating suitability for the program A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal Record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Two years of part-time or one year of full-time study. Students have a maximum of three years to complete the program.

Successful graduates are eligible to apply for the **Early Childhood Educator Certification** from the Ministry for Children and Family Development, Early Childhood Education Registry.

Graduates who decide to upgrade their education can continue into the ECCE Post-Basic Diploma Program. The maximum time between completion of the ECCE Certificate and enrolling to the ECCE Post Basic Diploma is five years.

Program Learning Outcomes

On completion of the Early Childhood Care and Education Certificate, graduates will be able to:

Protect and promote the psychological and physical safety, health, and well-being of each child

Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills

Plan and provide daily experiences that support and promote each child's physical, emotional, social, communication, cognitive, ethical, and creative lives

Use pedagogical narrations to interpret and respond to children's skills, abilities, interests, and needs

Integrate knowledge of current child growth and development theory and research into work and child care settings

Establish and maintain an open, cooperative relationship with each child's family

Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication

Establish and maintain collaborative relationships with other community service providers working with the child

Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change

Contribute to the effective management and administration of early care and learning settings

**Practice ethical and professional behaviour when working in the early childhood and education industry**

Advocate for high-quality, accessible, and comprehensive early care and learning settings

Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role, learning by observing early childhood programs during field trips and off-site field studies.

Practica students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Evaluation of Student Learning

Students are evaluated through a variety of methods including: **quizzes, tests, essays, assignments, projects, presentations, participation, and group work.**
**Students must maintain a minimum GPA of 1.67 (55-59%) 'C-'.** ~~Group work QuizzesTestsEssaysAssignmentsProjectsPresentationsParticipation~~Students **failing to maintain a minimum GPA in each semester may** ~~will not~~ be **required to withdraw from** ~~allowed to progress if~~ the **ECCE program, or may be prevented from registering for the following term.** ~~minimum 1.67 GPA requirement is not met.~~

Recommended Characteristics of Students

The Early Childhood Care and Education Certificate is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.
The following attributes are recommended:
Desire to work with children and families in early childhood programs and services
Previous experience in working with young children
Ability to communicate effectively in English

Courses

Plan of Study Grid

| Term One | Credits |
| --- | --- |
| ECCE 1301 Foundations in ECCE | 2.5 |
| ECCE 1302 Field Study 1 | 1 |
| ECCE 1303 Communications | 1.5 |
| ECCE 1304 Observing and Recording | 2 |
| Credits | 7 |
| Term Two | |
| ECCE 1305 Child Growth 1 | 2 |
| ECCE 1306 Field Study 2 | 1 |
| ECCE 1307 The Learning Child | 2 |
| ECCE 1308 Field Study 3 | 1 |
| Credits | 6 |

Term Three

| | | |
|---|---|---|
| ECCE 1104 | Child Growth 2 | 2 |
| ECCE 1107 | Guiding and Caring | 2 |
| ECCE 2305 | Practicum 1 | 2.5 |
| | Credits | 6.5 |

Term Four

| | | |
|---|---|---|
| ECCE 2301 | Creative Art | 2 |
| ECCE 2302 | Exploring Learning Environments | 2 |
| ECCE 2303 | Field Study 4 | 1 |
| ECCE 2304 | Integrated Program Planning | 1 |
| ECCE 2306 | Practicum 2 | 2.5 |
| | Credits | 8.5 |

Term Five

| | | |
|---|---|---|
| ECCE 2102 | Music and Movement | 2 |
| ECCE 2309 | Ecology of Family | 2 |
| | Credits | 4 |

Term Six

| | | |
|---|---|---|
| ECCE 2308 | Language and Literature | 2 |
| ECCE 2106 | Field Study 5 | 1 |
| ECCE 2115 | Health, Safety and Nutrition | 2 |
| ECCE 2307 | Practicum 3 | 4 |
| | Credits | 9 |
| | Total Credits | 41 |

Transcript of Achievement

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

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

# Grading Standard

Transcript of Achievement

| Grade | Percentage | Description | Grade Point Equivalency |
|---|---|---|---|
| A+ | 90-100 | | 4.33 |
| A | 85-89 | | 4.00 |
| A- | 80-84 | | 3.67 |
| B+ | 76-79 | | 3.33 |
| B | 72-75 | | 3.00 |

| | | | |
|---|---|---|---|
| B- | 68-71 | | 2.67 |
| C+ | 64-67 | | 2.33 |
| C | 60-63 | | 2.00 |
| C- | 55-59 | | 1.67 |
| D | 50-54 | Minimum Pass | 1.00 |
| F | 0-49 | Failing Grade | 0.00 |
| S | 70 or greater | Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards | N/A |
| U | | Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards | N/A |
| I | | Incomplete | N/A |
| IP | | Course in Progress | N/A |
| W | | Withdrawal | N/A |
| **Course Standings** | | | |
| R | | Audit. No Credits | N/A |
| EX | | Exempt. Credit Granted | N/A |
| TC | | Transfer Credit | N/A |

# Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

Provide a rationale for this proposal.

The change in one admission requirement (removing the Physician's Letter ) is part of the proposal for Early Childhood Care and Education Diploma (International Cohort). The physician's letter will be removed from admission requirements for all the ECCE programs due to the new licensing regulation that this document is not required anymore in licensed early years settings.

Are there any expected costs to this proposal.

Consultations

## Additional Information

-----------------------------------------------------------------------------

Provide any additional information if necessary.

Supporting

documentation:

## Marketing Information

-----------------------------------------------------------------------------

*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.*

This program is for:      **Domestic**

Marketing Description

**The Early Childhood Care and Education Certificate will provide graduates with an enriched** ~~skills to specialize in care~~ **and comprehensive knowledge of child development and inclusive, best practices in working with children 2-6.**

~~Gain the knowledge and skills to provide high-quality care for children aged 3-5 in licensed early learning and care settings in B.C.~~

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## What you will learn

**On completion of the Early Childhood Care and Education Certificate, graduates will be able to:**

**Protect and promote the psychological and physical safety, health and well-being of young children 2-6 years of age.**

**Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.**

**Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives.**

**Use pedagogical narration to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support.**

**Analyze variations in developing among young children 2-6.**

**Establish and maintain an open, cooperative relationship with each child's family.**

**Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting.**

**Establish and maintain collaborative relationships with other community service providers working with the child.**

**Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.**

**Practice administrative and management skills as related to early care and learning settings.**

**Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings.**

## What to expect

**Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students.**

**The class time includes the use of the ECCE Lab. The ECCE Lab is a combination of classroom space and several mock learning centers. The instructors incorporate the practical application in their lectures.**

**Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.**

Reviewer

Comments

Key: 37

## Admission Requirements–Curriculum Style Guide

As a part of the ongoing Curriculum Style Guide project, the working group developed formatting guidelines for program admission requirements to ensure standardized, consistent language. These guidelines were presented to Curriculum Committee for discussion and feedback. The plan is to update program admission requirements in CourseLeaf to the new format and have Department Leads and Deans review and approve the updates.

ADMISSION REQUIREMENTS STYLE GUIDE

GENERAL
Please use:
• Bullet points (*not* paragraphs or numbered lists)
• Consistent line breaks for separate pieces of information
• Well-defined hierarchy using indents and consistent bullet styles
• Italics for emphasis (*not* all-caps or bold) (e.g. *or*, *not* OR)
• For grades, 'minimum' (*not* 'or higher')
• Single quotations for grades (e.g. 'C+' grade, *not* "C+" or 'C-plus')
• Hyperlinks when possible (to other programs, courses, or forms)
• Use the % symbol for percentages (e.g., 80%)
• Full spelling of 'and', *not* '&' or '+' (Exception: Banner course names may contain '&' if names are too long)
• In paragraphs, write one to nine, afterwards 10, 11, etc. Numerals may be used in tables and when referring to data.

HIGH SCHOOL GRADUATION
• Grade 12 graduation or equivalent

HIGH SCHOOL COURSES AND GRADES
• Biology 12 with a minimum 'C-'grade, or equivalent
• Math 11 with a minimum 'C+' grade, or equivalent
• English 12 with a minimum 'B' grade, or equivalent
• Math 10 with a minimum 75% grade, or equivalent

COLLEGE PROGRAMS AND GRADES
• Successful completion of VCC's Hospitality Management Diploma with a minimum 'C' grade
• Successful completion of VCC's Administrative Assistant program
• A two-year diploma in business with a grade point average (GPA) of 2.0

MULTIPLE REQUIREMENTS
Use consistent, bulleted 'or' hierarchy under headings when possible with the phrase:
'Knowledge of [subject] demonstrated by *one* of the following:'

ENGLISH EXAMPLE ('or' hierarchy)
  • Knowledge of English demonstrated by one of the following:
    o English 12 with a minimum 'C-' grade, or equivalent
      *or*
    o Communications 12 with a minimum 'C-' grade, or equivalent
      *or*
    o English Language Proficiency demonstrated by *one* of the following:

      ▪ IELTS (International English Language Testing System) with a minimum overall score of 6.0 with no band lower than 5.5
          *or*
      ▪ TOEFL iBT (Test of English as a Foreign Language Internet-based Test) with a minimum score of 80, or equivalent

ENGLISH EXAMPLE (general)

If *all* VCC English Language Proficiency equivalents are accepted, summarize with:

    • Knowledge of English demonstrated by *one* of the following:
        o English 12 with a minimum 'C-' grade, or equivalent
            *or*
        o English Language Proficiency assessed at English 12 'C'

For English Language Proficiency, include one of the levels used in the ELP table:
English 10, English 11, or one of four levels of English 12 ('B', 'C+', 'C', or 'Pass'). For English 12, the level must be included.

MATH EXAMPLE ('or' hierarchy)

    • Knowledge of mathematics demonstrated by *one* of the following:
        o Math 11 Foundations with a minimum 'C+' grade, or equivalent
            *or*
        o Math 0861 (Math 11 - Part 1) and Math 0871 (Math 11 - Part 2), both with a minimum 'C+' grade, or equivalent
            *or*
        o VCC Math Assessment with the following scores:
           ▪ Basic Math with a minimum 80 % *and* Basic Algebra with a minimum 60 %
              *or*
           ▪ Pre-calculus 11 with a minimum 'C' grade

DISCRETIONARY NOTES:

Use parentheses and 'the department', *not* 'VCC Hospitality Management' or 'department leader/head'
• Grade 12 graduation (or equivalent, at the discretion of the department)
• 7 to 10 years of experience in business management or a related field (at the discretion of the department)

ASTERISKS

Use to separate longer text from bulleted lists, e.g.
• Two letters of recommendation*

(at bottom)
* Letters of recommendation must be written by persons other than family or close friends who can assess the applicant's potential success in the [program] and speak to the applicant's abilities. The letters must be dated no more than three months prior to the application deadline and submitted in a sealed envelope with the recommender's signature over the back flap of the envelope.

# INFORMATION NOTE

November 13, 2019

**PREPARED FOR:**       Education Council

**ISSUE:**       D.4.3 Student Code of Conduct (Non-Educational Matters)

**BACKGROUND:**

This is an important policy dealing with the College's values and relevant procedures when evaluating and responding to the non-educational conduct of students. Important topics dealt with in this policy include the processes for informal resolution of conduct issues, and also more formal appeal processes. The policy also sets out important principles regarding procedural fairness, students' right to protest, and the incorporation of the concept of reconciliation.

**DISCUSSION:**

The committee made the following changes:

- Students have the right to lawful protest;
- Procedural timelines are made flexible for students with "special circumstances" as defined in the policy;
- Recommended that Appeals Oversight Committee create Terms of Reference for Appeal Hearing Committees;
- Revise definition of "Procedural Fairness" to align with definition in policy D.4.2 Student Complaints;
- Differentiate "safety removal" from "suspension";
- A student may have an advocate, including legal counsel, to advise and/or represent them during the hearing;
- Arbiter of Student Issues added as a silent observer at hearings.

**RECOMMENDATION:**

Education Policy Committee provides D.4.3 Student Code of Conduct (Non-Educational Matters) to Education Council for information and recommends it be posted for community feedback.

**Prepared by:**
John Demeulemeester
Chair, Education Policy Committee

**POLICY**

| | |
|---|---|
| Policy No. | **D.4.3** |
| Title | **Student Code of Conduct (Non-Educational Matters)** |
| Approval Body | Board, Education Council |
| Policy Sponsor | Vice President Academic |
| Last Revised/Replaces | January 27, 2000; May 3, 2007; May 29, 2013 |
| Effective Date | |

## CONTEXT AND PURPOSE

This policy outlines the College's expected standards of non-educational student conduct and describes the processes VCC follows should a breach of these standards occur.

Vancouver Community College (VCC; the College) seeks to provide and maintain a safe and respectful learning and working environment in which the rights, responsibilities, and dignity of all are respected. The purpose of this policy is to establish standards of non-educational student conduct.

VCC believes in education for reconciliation and the integration of Indigenous knowledge and teaching into the resolution of student misconduct. VCC believes in building capacity for intercultural understanding, empathy, and mutual respect.

## SCOPE AND LIMITS

This policy and its related procedures apply to student conduct that:

- arises in connection with VCC activities or events on or off VCC property, including practicums, etc., and through any medium or means of communication and/or
- involves property, equipment, or systems owned, borrowed, or leased by VCC.

This policy and its related procedures may not apply to specific conduct more appropriately dealt with under other policies and procedures, including, but not limited to:

- Student educational conduct governed by policy D.4.5 Student Educational Conduct, including plagiarism, cheating, fabrication, and facilitation of educational misconduct; or
- Student conduct governed by policies A.3.1 Prevention of Harassment, Discrimination, and Bullying and A.3.10 Sexual Violence and Misconduct.

## STATEMENT OF POLICY PRINCIPLES

The following principles govern the non-educational conduct of VCC students:

1. VCC has the right and responsibility to establish and enforce standards of student conduct.

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

3.  VCC expects students to conduct themselves responsibly in accordance with the following values:
    a.  the right to learn
    b.  courtesy
    c.  mutual respect
    d.  diversity
    e.  free inquiry
    f.  individual safety
    g.  freedom from harassment and discrimination

4.  Students are responsible for complying with the standards of conduct described in this policy, which include, but are not limited to:
    a.  complying with VCC policies and procedures;
    b.  complying with all applicable federal and/or provincial legislation and municipal by-laws;
    c.  respecting the rights of all students, employees and visitors to work and learn in a safe and disruption-free environment; and
    d.  respecting the property of VCC and others.

5.  Students have the right to assemble for a lawful protest, subject to reasonable restrictions imposed by the College for safety and security reasons.

6.  VCC will investigate allegations of student misconduct and will take appropriate fair and timely action. VCC will impose disciplinary measures appropriate to the nature and seriousness of the misconduct.

7.  Disciplinary measures imposed under this policy may be appealed in accordance with the process described in the procedures of this policy (D.4.3). Disciplinary measures that are imposed will remain in place during the appeal process.

8.  The College may elect not to begin proceedings or impose sanctions under this policy for alleged misconduct if public prosecution for that misconduct is anticipated or until law enforcement officials have disposed of the case. If the College determines its interest is clearly distinct from that of the community outside the College, proceedings under this Student Code of Conduct may go forward.

9.  Students are encouraged to seek advice about this policy and/or its procedures from VCC employees such as the Arbiter of Student Issues, and/or from the SUVCC's Student Advocate.

10. Students are encouraged to report any student misconduct to their instructor, the Student Conduct and Judicial Affairs Officer, or another College employee.

11. All persons who are involved in an investigation or proceeding pertaining to alleged student misconduct are expected to treat confidentially any information they receive in the course of the investigation or proceeding.

**DEFINITIONS**

Appeal Hearing Committee: The group that decides appeals of student conduct decisions.

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

Disciplinary Measures (Sanctions): Any measure or sanction imposed by the College to address, correct, or mitigate conduct violations. More than one disciplinary measure may be imposed at one time. Disciplinary measures may include, but are not limited to, the following:

a.  Letter of Reprimand: A letter of reprimand is the minimum sanction for a student found responsible for an incident of misconduct. It may be given with or without other disciplinary measures.

b.  Interim Measures: Any direction given to a student pending a formal review of a safety or risk or conduct concern. Interim Measures are taken in an effort to protect the safety and wellbeing of students, staff, and community members, including the respondent. Interim Measures are preliminary in nature and are generally in effect until an investigation and meetings with the student are completed. The introduction of Interim Measures does not imply a finding of responsibility or breach of the Student Code of Conduct.

c.  Student Conduct Contract: A formal document specifying conditions of conduct for a defined length of time that the student must meet. Failure to meet the requirements of the conduct contract may lead to more severe disciplinary measures up to and including suspension.

d.  Suspension from a College course/program: Removal of the student from the course/program for an identified period of time or for the duration of the course/program.

e.  Restriction: Removal of the student from specific College activities, facilities, and/or services.

f.  Suspension from the College: Removal of the student from the College for an identified period of time. The relevant Dean/Director/Student Conduct and Judicial Affairs Officer /Vice President may recommend to the President that the student be suspended from the College.

g.  Loss of Privileges: Denial of specific privileges for a specified period of time (e.g., access to a service or lab space).

h.  Hold: The College may place a hold on a student which will prevent registration, admission, readmission, transcript requests, diplomas or certificates, or other College services until such time as the student complies with an investigation request or as a disciplinary measure in itself.

i.  Discretionary Measure: Any other discretionary sanction or measure that appears warranted under the circumstances (e.g., letter of apology, work assignment, restitution, service to the College, essay, etc.).

Misconduct: Student misconduct includes, but is not limited to:

a. Dishonesty: This type of misconduct includes, but is not limited to: knowingly providing false or incomplete information to any VCC employee; forgery; alteration or misuse of any VCC document, record, or form of identification; misrepresentation or falsification of identity, status, or documentation.

b. Disruption or obstruction of VCC business, including learning, teaching, research, administration, and other events and activities on or off VCC property. This definition should not be construed to deny students the right to assemble and protest lawfully.

c. Examples of misconduct include, but are not limited to, the following activities on VCC property, or during other VCC-related activities:

- speech or action that disrupts or interferes with the ability of students to learn, the ability of an instructor to teach, or the ability of an employee to provide services;

- extreme or unreasonable demands for attention or special treatment from instructors or employees;

- repeated interruption of classes and/or services with remarks that are irrelevant, rude, or inappropriate;

- speech or action that is clearly unrelated to learning and that demeans or creates an atmosphere of hostility, intimidation, ridicule, or anxiety among other students, employees, or visitors;

- abusive or bullying behaviours, violence, threats of violence, or conduct which threatens or endangers the health or safety of any person.

d. Use of VCC computer or electronic equipment or systems in contravention of the Appropriate and Responsible Use of Education Information Technology Policy (B.5.2).

e. Actual or attempted theft or damage, misuse, vandalism, defacement, or destruction of VCC property or the property of any student, employee, or visitor.

f. Failure or refusal to comply with a reasonable request or direction from an authorized VCC employee.

g. Refusal to identify oneself to an authorized VCC employee when asked to do so.

h. Possession, copying, or use of keys, access cards, or any other mechanism for entering VCC premises without advance authorization.

i. Use or possession of open alcoholic drinks except in locations licensed for that purpose. Alcoholic drinks may not be used or possessed by or distributed to any person who has not reached the legal age for this activity in the Province of British Columbia.

j. Manufacture or distribution of alcoholic drinks except when permitted by VCC regulations and/or agreements and in authorized or licensed locations.

k. Being under the influence of alcohol, cannabis, or any substance to the point of impairment.

l. Use, possession, manufacturing, or distribution of any controlled substances except as expressly permitted by law.

m. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals or use of any such items, even if possessed legally, in a manner that threatens, harms, or intimidates others.

n. Unreasonable interference with the free flow of pedestrian or vehicle traffic except when part of a lawful protest.

o. Unlawful actions on VCC property, physical or virtual, in violation of the *Criminal Code of Canada* or any other federal and/or provincial legislation or municipal by-laws.

p. Unauthorized use of the VCC name, reputation, symbols, or logo.

q. Violation of any VCC policy, rule, or regulation published by VCC or available on the VCC website.

r. Aiding and/or encouraging any of the misconduct listed above.

s. Any other conduct that is deemed to be in violation of the College's student conduct expectations and values as outlined in the Student Code of Conduct (Non-Educational Matters) Policy Principles (D.4.3).

Non-Disciplinary Measures: Measures that address alleged or actual behaviour but are non-disciplinary in nature; e.g., involuntary leave of absence related to medical or mental health concerns.

Procedural Fairness & Natural Justice: The principles ensuring that a dispute is fairly decided. Both the Student and Respondent(s) have equal right to:

a. Notice;
b. Disclosure;
c. An opportunity to present one's case;
d. An opportunity to respond;
e. An advocate;
f. Have all relevant information considered;
g. Legitimate expectations;
h. An impartial and unbiased decision maker;
i. A sufficiently detailed, reasoned and timely decision; and
j. A fair and timely process.

In particular, given the inherent power imbalance existent for the Student and responsibility of the College to offset this imbalance, it is important that Students have the right to:

a. Have a policy applied equally;
b. Have a College decision or action be communicated in writing with sufficient detail to be understood;
c. Dispute an initial College decision or action;
d. Appeal a subsequent College decision;
e. Be provided with sufficiently detailed, reasoned and timely notice of activity.

Special Circumstances: Situations where a Student, due to events or forces outside their control, is unable to submit the appropriate documentation required to appeal a conduct decision within the prescribed deadline. Special Circumstances include, but are not limited to, illness, family

emergency, inability to access support services in a timely manner, or College delay in rendering pertinent information.

Student: A person who is registered in a full-time or part-time credit or non-credit course offered by VCC. Persons are still considered a student if they withdraw after allegedly violating the Student Code of Conduct or have been subject to involuntary withdrawal. Those who are not officially enrolled for a particular term but who have a continuing relationship with VCC or who have been notified of their acceptance for admission are also considered students.

Student Conduct File: A record held by the Student Conduct and Judicial Affairs Office, separate from the student's education records/files, that contains a complete record of any alleged misconduct by the student.

Student Conduct Report: A document (see Appendix A) used for reporting allegations of student misconduct.


**RELATED LEGISLATION & POLICIES**
Legislation
College and Institute Act, Sections 19(1), 23(1)(j); 37(2), 37(3), 37(4)
Criminal Code of Canada

Policies
A.1.2    Student Appeal to the College Board
A.2.1    Appeal to Education Council on Educational Matters
A.3.1    Prevention of Harassment, Discrimination, and Bullying
A.3.3    Freedom of Information and Protection of Privacy
A.3.6    Standards of Employee Conduct and Conflict of Interest
A.3.8    Violence Prevention
A.3.9    Records Management
A.3.10  Sexual Violence & Misconduct
A.3.11  Emergency Management
B.3.6    Alcoholic Beverages on Campus
B.3.8    Smoking on Campus
B.5.2    Appropriate and Responsible Use of Education Information Technology
D.4.1    Students with Disabilities
D.4.2    Student Complaints about Instruction, Services and Employees
D.4.5    Student Educational Conduct
D.6.1    Lending and Borrowing College Equipment


**RELATED PROCEDURES**
Refer to D.4.3 Student Code of Conduct (Non-Educational Matters) Procedures

**PROCEDURES**

| | |
|---|---|
| Policy No. | **D.4.3** |
| Title | **Student Code of Conduct (Non-Educational Matters)** |
| Approval Body | Board, Education Council |
| Policy Sponsor | Vice President Academic |
| Last Revised/Replaces | January 27, 2000; May 3, 2007; May 29, 2013 |
| Effective Date | |

**Misconduct Involving Safety or Risk**

1. Misconduct that obstructs the activities of the College and/or represents a threat to students or employees should be immediately reported to Security.

2. In the event that a risk to safety or security is identified, the College will immediately take all necessary measures to secure the safety of students, employees, and visitors. Where serious risks to safety are identified, the Director of Safety, Security and Risk Management (or designate) is authorized to remove a student temporarily from a program, class, and/or College facilities or locations, and issue a 24-hour safety removal, which may be extended if needed for investigation purposes. Interim Measures may be issued if required. Such students will not be permitted to return to the College until the safety concern is resolved in a meeting with the Director of Safety, Security and Risk Management and other required employees. Such a removal does not imply a finding of responsibility or breach of the Student Code of Conduct.

   a. Security representative(s) will manage the situation in accordance with established practices and policies to restore activities to their normal state and/or to control, mitigate, or eliminate the threat.

   b. Security representative(s) will complete an Incident Report that is forwarded to the Director of Safety, Security and Risk Management, who will forward a copy to the Student Conduct and Judicial Affairs Officer to be included in the Student Conduct File.

   c. If Security is unavailable, where circumstances require action, any VCC employee has the right to ask the student to leave the classroom or learning area. Security will be notified as soon as possible. An Incident Report should be sent to the Director of Safety, Security and Risk Management and the Student Conduct and Judicial Affairs Officer within one (1) business day.

   d. The Director of Safety, Security and Risk Management will review the circumstances with the Student Conduct and Judicial Affairs Officer and draft an action plan that will be circulated to affected College employees.

**Classroom Management**

3. In cases where reasonable efforts to manage student conduct are not successful, instructors or other employees have the right to ask the student to leave the classroom or

service area for the day. The incident should promptly be reported to the relevant Department Leader and the Student Conduct and Judicial Affairs Officer. Interim Measures: Should the Office of Student Conduct and Judicial Affairs in conjunction with the Director of Safety, Security and Risk Management deem the student conduct to pose an immediate, ongoing, or possible risk to a College staff or student or community member, an official from these, acting in the scope of their position, may impose Interim Measures. Interim Measures are taken in an effort to protect the safety and well-being of staff, students and community members, including the respondent. Interim Measures can include a ban from campus property or other necessary restrictions prior to the completion of an investigation. Interim Measures are preliminary in nature and are generally in effect until an investigation and meeting with the student are completed. The introduction of Interim Measures does not imply a finding of responsibility or breach of the Student Code of Conduct.

4. It is expected that students respect the privacy of other individuals in all campus and placement settings. The use of technologies for the audio and video recordings of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and other classroom participants, including other students. This is not meant to limit the support for students registered with Disability Services and who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation.

**Informal Resolution of Student Misconduct**

5. VCC encourages the informal resolution of student misconduct situations where appropriate. VCC believes that in most cases, early discussion with students is the most effective way to resolve student misconduct and to prevent escalation of concerns. Where possible, efforts should be made to resolve situations of student misconduct on an informal basis. If the inappropriate conduct persists, it may be necessary to employ the intervention processes described below under Formal Report of Student Misconduct.

6. In many cases, misconduct that does not interfere with the activities of the College and/or does not represent a threat to others may be addressed by the appropriate VCC instructor or employee as follows:

   a. Bring the misconduct to the student's attention and utilize appropriate support when required;

   b. Give the student an opportunity to explain the behaviour;

   c. Explain why the misconduct is unacceptable, what element of Policy was breached, and the standard of conduct that is expected. This could include a written document explaining what behaviour was unacceptable, what acceptable behaviour is, and what the consequences of non-compliance are;

   d. Give the student an opportunity to correct the behaviour;

   e. If the misconduct persists, consult with supervisor/Department Leader and complete a Student Conduct Report.

7.  The methods described under item 6 may not be appropriate in all circumstances (e.g., where the misconduct may involve unlawful acts such as theft, sale of controlled substances, etc.). If uncertain, the employee observing the misconduct should seek guidance from the employee's supervisor/Department Leader, Director of Safety, Security and Risk Management, Student Conduct and Judicial Affairs Officer, and/or Arbiter of Student Issues.

**Formal Report of Student Misconduct**

8.  Incidents of alleged student misconduct that cannot be resolved informally must be recorded in a Student Conduct Report. The Student Conduct Report will be prepared by the employee, immediate supervisor, or Department Leader.

9.  Incidents of misconduct occurring during a practicum, work experience, or other VCC activity off campus will be addressed and reported as above. If a College employee is not present, the workplace supervisor observing the incident will employ their own workplace policy and procedures in order to manage the immediate situation. The workplace supervisor will notify a previously identified VCC contact person, who will assess the situation and determine whether additional action is required in accordance with College policy.

10. Once completed, the Student Conduct Report is forwarded to the Student Conduct and Judicial Affairs Officer and the relevant Dean/Director. Student Conduct Reports shall be completed and forwarded no later than four (4) business days after the incident giving rise to the Student Conduct Report, or within a reasonable time limit given Special Circumstances.

**Formal Investigation**

11. The Student Conduct and Judicial Affairs Officer receives all Student Conduct Reports.

12. The Student Conduct and Judicial Affairs Officer (or delegate) reviews the Student Conduct Report and determines in consultation with the relevant Dean/Director if an investigation is required. The Student Conduct and Judicial Affairs Officer (or delegate) may conduct interviews with the student, the employee, the employee's supervisor, Department Leader, relevant Dean/Director, and any other relevant person in order to make this determination.

13. If, at any time during the investigation, it is determined that the student has not contravened the Student Code of Conduct (Non-Educational Matters) Policy (D.4.3) based on the evidence provided at the time, then this finding will be communicated to the student and the matter will be considered resolved.

14. If the Student Conduct and Judicial Affairs Officer (or delegate) determines that further investigation is required, the Student Conduct and Judicial Affairs Officer (or delegate) will investigate. The Officer (or delegate) will ensure the student, the employee, the employee's supervisor, and the Department Leader are notified of the investigation. The Officer (or delegate) will provide an estimated timeline for the investigation and will notify the student of any delays or extension to that timeline.

15. The student is entitled to know the allegations and will be given a copy of the Student Code of Conduct Report. The student will be given an opportunity to provide a full response to the allegations, and to explain any relevant mitigating or other circumstances.

16. A student who declines to participate in an investigation may have a hold placed on their student record in addition to other sanctions as deemed appropriate.

17. The student may bring a support person to the investigative interview. A support person is not permitted to answer the questions or speak on behalf of the student. The investigator may ask if the support person has any questions regarding process at the end of the interview.

18. Pending the outcome of the investigation, the Student Conduct and Judicial Affairs Officer (or delegate) may take any Interim Measures considered necessary. Such measures may include, but are not limited to: temporarily restricting access to a specific area, class, service, or campus; placing a hold on student records; or requiring the student to leave VCC property temporarily.

**Results of Investigation**

19. If the Student Conduct and Judicial Affairs Officer (or delegate) determines that the student has contravened the Student Code of Conduct (Non-Educational Matters) Policy (D.4.3), the Officer (or delegate) will determine a suitable disciplinary measure. The penalty will be commensurate with the seriousness of the misconduct and will take into account the student's prior conduct. Disciplinary measures include, but are not limited to:

    a. Letter of Reprimand

    b. An educational research project or training course

    c. Student Conduct Contract

    d. Recommendation of Suspension from a College course or program

    e. Recommendation of Suspension from the College

20. If the Student Conduct or Judicial Affairs Officer (or delegate) is of the view that the appropriate response is either

    a. Suspension from the course/program for an identified period of time or for the duration of the course/program, or

    b. Suspension from the College for an identified period of time, indefinitely, or permanently,

    then the Officer will consult with the Dean responsible for the student's program and will include their recommendation in that regard to the Vice President, Academic and Applied Research.

21. The Vice President, Academic and Applied Research will consider the recommendation and decide on the appropriate response.

    a. If the Vice President, Academic and Applied Research is of the view that the appropriate response is Suspension from the College for an identified period of time, indefinitely, or permanently, this will be recommended to the President.

    b. Where such a recommendation is made by the Vice President, Academic and Applied Research, the President will make the decision within ten (10) business days of receipt

of the recommendation. This time frame may be extended by the President if they determine that the circumstances warrant such an extension.

    c. If the President decides to suspend the student from the College, the President will immediately report such action to the Board with a statement of the reasons, in accordance with Section 37(3) of the College and Institute Act.

22. If the Student Conduct and Judicial Affairs Officer (or delegate) determines that the student has not contravened the Student Code of Conduct (Non-Educational Matters) Policy (D.4.3), all Interim Measures will be lifted, and the student will be returned to full status. The findings will be communicated to the student and added to the Student Conduct File.

23. If the Student Conduct and Judicial Affairs Officer (or delegate) determines that there was a contravention of the Student Code of Conduct (Non-Educational Matters) Policy (D.4.3) but finds that the student may not be culpable for their conduct (e.g., due to medical or mental health conditions), an involuntary leave of absence may be imposed. In such cases, the College may cancel the student's registration for a period of time, and may grant a refund if warranted. The Student Conduct and Judicial Affairs Officer (or delegate) may subsequently permit the student to re-register at the College subject to conditions that are appropriate in the circumstances.

24. The student will be notified in writing of the rationale for the decision.

25. A student who does not comply with mandated disciplinary measures will have a hold placed on their student record.

26. The Student Conduct and Judicial Affairs Officer (or delegate) will inform those employees of the College who have a need to know as part of their ongoing employment responsibilities, of the results of the investigation and any measures that have been taken. This information shall be treated in confidence.

27. Records of the investigation and its result will be kept in the Student Conduct File for two (2) years.

**Appeals of Disciplinary Measures other than Suspension from the College**

28. A student may appeal the imposition of a Disciplinary Measure. For an appeal of a Suspension from the College, please see "Final Appeal of a Suspension from the College" in these procedures below.

29. During an appeal, all sanctions shall remain in full force and effect.

30. Grounds for appeal are limited to the following:

    a. The investigation lacked procedural fairness; or

    b. There is relevant new information that was not available at the time the decision was made and that may have influenced the outcome.

31. Students are encouraged to contact the person responsible for the original disciplinary decision if relevant new information or evidence of a lack of procedural fairness arises before filing a formal appeal, to provide an opportunity to revise the original disciplinary decision.

32. For all Disciplinary Measures except Suspension from the College, a student may submit a Student Conduct (Non-Educational) Appeal Request Form, along with all supporting documentation, to the Registrar's Office. Appeals must be submitted within ten (10) business days of the date when the student was notified in writing of the decision. Submissions received after the ten (10) business days will be forwarded to the Appeal Hearing Committee for a decision as to whether or not they will hear the case.

33. Upon receipt of the Appeal Request Form, the Associate Vice President Student Success, as soon as practicable and in a reasonable timeframe, will form an Appeal Hearing Committee.

34. The Appeal Hearing Committee will typically be composed of the following:

    a. Associate Vice President Student Success as Appeal Hearing Committee Chair (Chair) who will vote only in the event of a tie;
    b. Two (2) faculty members; and
    c. Two (2) student members.

35. Appeal Hearing Committee members are required to disclose any actual or potential conflict of interest to the Committee for discussion and determination of their suitability for the Appeal Hearing Committee.

36. The Associate Vice President Student Success will submit the Appeal Request Form, supporting documentation, and any other relevant documentation held in the Student Conduct File to the Appeal Hearing Committee members as soon as they are appointed.

37. The Chair will call an initial meeting of the Appeal Hearing Committee to review the documentation and decide whether to accept the appeal request or reject it based on insufficient grounds. The Chair will invite the Arbiter of Student Issues to observe the meeting. The student will be notified of this decision. If the appeal request is accepted, the Chair will normally schedule an Appeal Hearing within fifteen (15) business days of receipt of the appeal request. The Chair will contact the student to determine if any accommodations are required for the Hearing.

38. The names of the Appeal Hearing Committee members will remain confidential and will only be provided to the participants at the time of the Hearing.

39. The Appeal Hearing will be attended by:

    a. The Chair (Associate Vice President Student Success) and members of the Appeal Hearing Committee;
    b. The student;
    c. The Student Conduct and Judicial Affairs Officer (or delegate who imposed the initial disciplinary measures) or the Director of Safety, Security and Risk Management for a safety suspension;
    d. Witnesses;
    e. Any Support Persons and/or advocates; and
    f. The Arbiter of Student Issues (observer only).

40. The Appeal Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.

a.  The student may have an advocate to advise and/or represent them during the Hearing. The student needs to provide 48 hours' notice to the College of the identity of the advocate. However, the student must participate fully in the Hearing and answer any direct factual questions asked by the Committee.

b.  The student may also have a support person present. The support person may not speak to the Committee.

41. During the Appeal Hearing, the Chair will chair the proceedings and ensure that due process is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues from the student's perspective. The decision maker named in the Appeal will be given the same opportunity. Committee members may ask questions of the parties and any witnesses.

42. The student, decision maker, and members of the Appeal Hearing Committee are expected to return all documentation to the Chair at the close of the Hearing and to maintain the confidentiality of the proceedings.

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

44. The decision:

a.  is based on the "balance of probabilities";

b.  is made by majority vote; and

c.  with the Chair voting only in the event of a tie.

45. The Committee may uphold the original Disciplinary Measure(s), reverse the original decision, or substitute new Disciplinary Measures, up to and including recommending Suspension from the course/program or the College.

46. The final decision will be conveyed to the student and the decision maker in person the same day, and/or in writing within three (3) business days of the Appeal Hearing.

47. All Appeal Hearings will be recorded, and written or audio records will be maintained by the Associate Vice President Student Success in the Student Conduct File for at least one (1) year after the Hearing date. These records will remain confidential.

**Final Appeal of a Suspension from the College**

48. A student wishing to appeal a Suspension from the College by the President may appeal to the College Board. The student must follow the process under the Student Appeals to the College Board Policy (A.1.2). Appeals under Policy A.1.2 must be submitted within ten (10) business days of the date of the President's notification of suspension from the College.

**RELATED POLICY**

Refer to D.4.3 Student Code of Conduct (Non-Educational Matters) Policy

**INFORMATION NOTE**

**PREPARED FOR**:     Education Council

**BY:**     Governance Committee

**DATE:**     November 21, 2019

**ISSUE**:     Revisions to A.1.2 Student Appeal to the College Board

**BACKGROUND:**

A.1.2 Student Appeal to the College Board provides policy and procedure for a student's right to appeal a suspension by the President under section 37 of the *College and Institutes Act* (the "*Act*") to the College Board. This policy was last reviewed in 1999.  Governance Committee initiated the review and Appeals Review Committee, Policy Committee and Education Council have been consulted on the revisions.  It was also posted for community feedback.

At a meeting on Sept 17, 2019, Governance Committee reviewed EdCo's feedback on the versions drafted by the committee on Apr 24, 2019.  EdCo Chair, Elle Ting, was present for this discussion.  The committee accepted the edits to the definitions and other minor edits and responded to the two points highlighted in the Information Note:

- **To expand the grounds on which a student could request that the Board review the President's decision:**
  The committee agreed to retain the language in the Apr 24 draft.  The legislation under Section 37 of the College & Institute Act does not limit the grounds for appeal. Keeping the language broad allows the board discretion to consider other reasons for an appeal.

- **To add language around the provision of accommodations (specifically translation services) to the student at the appeal hearing:**
  The committee agreed to remove all examples of accommodations and keep the language broad, so not to limit the types of accommodations that could be requested. Requests can be dealt with on a case by case basis.

The committee received the final draft at a meeting on Nov 13, 2019 and approved it for recommendation to the Board on Nov 27, 2019.

The Governance Committee would like to thank and acknowledge all of the committees who participated in this review and contributed a significant amount of time in advising them during the review process.

**ATTACHMENTS:**     APPENDIX A - A.1.2 Student Appeal of Suspension to Board of Governors Policy
APPENDIX B - A.1.2 Student Appeal of Suspension to Board of Governors Procedures

**PREPARED BY:**     Governance Committee

**DATE:**     November 19, 2019

VANCOUVER
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**POLICY**

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

**CONTEXT AND PURPOSE**

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

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

**SCOPE AND LIMITS**

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

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

**STATEMENT OF POLICY PRINCIPLES**

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

2. The Board of Governors provides the final avenue of appeal for decisions to suspend.

3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility

for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

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

5. VCC encourages students to seek information and/or support from a Support Person about this policy and procedures.

6. The Board Appeal Committee may seek advice about this policy and procedures, hearing procedures and/or procedural fairness concepts from the College Arbiter of Student Issues any time prior to a student's hearing or after a final hearing decision has been issued.

7. All participants in the appeal process, with the exception of the Student, are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

**DEFINITIONS**

Support Person: An individual, either internal or external to VCC, who may provide information, advice, advocacy, support and/or representation, including, but not limited to, College Arbiter of Student Issues, Students' Union and/or legal counsel.

Board Appeal Committee (Hearing Committee):  The body of four (4) members trained to hear appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Hearing Committee. Three (3) members will be drawn from Board membership; one (1) of the three (3) members must be an elected student representative of the Board.

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

Procedural Fairness:  Students have the right to:

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

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

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

Student Conduct File: A record held by the Associate Vice President, Student Success or delegate, separate from the Student's educational records/files that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

<u>Suspension from the College</u>: Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the *College and Institute Act*.

**RELATED LEGISLATION & POLICIES**

<u>Legislation:</u>
College and Institute Act, Section 37

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

**RELATED PROCEDURES**

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Procedures.

VANCOUVER
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**PROCEDURES**

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

**Student Request for Appeal**

1. An appeal must state the grounds on which the appeal is requested. For example, grounds for appeal may include, but are not limited to the following:

    a. the decision to suspend lacked procedural fairness;
    b. there is relevant new information that was not available when the decision to suspend was made and that may have influenced the outcome.

2. The Student must submit a "Request for an Appeal to Board of Governors" form, along with all supporting documentation, to the Executive Assistant of the Board (Board EA). The form is available on the College website.

    a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend.
    b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case. This submission must include reasons for the delay past the Appeal Request deadline.
    c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.

**Student and President Submissions**

3. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.

    a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student's request.
    b. The President's submission will contain the following information:
        i. Response to the Student's grounds for appeal;
        ii. Witnesses to be called, with summary of evidence to be presented;
        iii. Any documentation in support of the President's decision to suspend; and

        iv.   Spokesperson and/or representative, if any, of the President.

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

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

**Striking the Hearing Committee**

5. The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.

   a. Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.

   b. Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

6. The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether or not the appeal request is based on sufficient grounds.

   a. The Chair of the Hearing Committee will notify the Student and President in writing of the decision whether or not to hold a Hearing and the reasons for that decision within three (3) business days of the meeting.

   b. If the appeal grounds have been met, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.

**Appeal Hearing**

7. All Hearings will be recorded.

8. The Hearing will be attended by:

   a. Members of the Hearing Committee;
   b. The Student;
   c. The President or delegate as outlined below;
   d. Witnesses;
   e. The Arbiter of Student Issues (observer only); and
   f. Other persons as indicated below.

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

10. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.

    a. The Student may have representation during the Appeal Hearing. Students must identify the name and title of their representative in the "Request for an Appeal to the Board of Governors" form and such must be provided to the

President prior to the Hearing. However, the Student is expected to fully participate in the hearing and answer any direct factual questions asked by the Hearing Committee.

b. The President may have representation during the Appeal Hearing. The President must identify the name and title of their representative to the Hearing Committee and such must be provided to the Student/Appellant prior to the Hearing. However, the President is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

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

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

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

12. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a hearing. The Chair will ensure all documentation is kept in the Student Conduct File.

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

**Decision**

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

15. The decision:

   a. is based on the burden of proof of "balance of probabilities,"
   b. is made by majority vote.

16. The Hearing Committee will rule that the appeal is "allowed" or "dismissed." If the appeal is "allowed," the Committee will either:

   a. remit the matter back to the President for reconsideration; or

   b. substitute is own decision for the decision of the President.

17. If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.

18. The Chair will convey the final decision and rationale to the Student and the President the same day and in person, if possible, and in writing within three (3) business days of the Hearing. The Associate Vice President, Student Success, will receive a copy of the written decision and rationale for the Student Conduct File and to communicate to the Registrar and affected parties.

19. The College Arbiter of Student Issues will be given access to the final written decision and rationale upon request.

**Hearing Records, Recordings and Files**

20. Audio and/or written records will be maintained in the Student Conduct File.

21. Files will be maintained for a minimum of one (1) year after the Hearing date.

22. These records will remain confidential.

**RELATED POLICY**

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Policy.

# PROGRAM RENEWAL

# Final Report

[Deaf and Hard of Hearing Program]

**Submitted to**

**Shirley Lew, Interim Dean, School of Arts and Sciences**

**David Wells, Vice President Academic and Applied Research**

**Todd Rowlatt, Chair, Program Review & Renewal Committee**

**Elle Ting, Chair, Education Council**

**Vancouver Community College**
**1155 East Broadway, Vancouver**
**British Columbia Canada V5T 4V5**

**On [November 20, 2019]**

**By**

Elle Ting, Instructional Associate, Centre for Teaching, Learning, & Research (Co-Chair)
Francesco Barillaro, Instructional Associate, Centre for Teaching, Learning, & Research (Co-Chair)
Shirley Lew – Interim Dean, School of Arts and Sciences
Marcia Tanaka – DHH Department Head and Subject Matter Expert (SME) for JRP
Hiroko Kitayama – DHH Program Assistant
Aastrid Evensen – Faculty Member and SME for ASL
Mari Klassen – Faculty Member and SME for ASL
Alayna Finley – Faculty Member and SME for English
Andrea Sam – Faculty Member and SME for English
Lisa Dillon Edgett – Faculty Member and SME for Communication Skills/Speechreading
Patris Aghakian – Interim Director, Institutional Research
Leanor Vlug – Former Instructor / Community Member

# Table of Contents

# 1    Executive Summary

The Deaf and Hard of Hearing (DHH) department was established in 1971 and has evolved and expanded to include four distinct areas of study: American Sign Language (ASL), English Upgrading, the Job Readiness Program (JRP), and Speechreading. Currently, six faculty and one staff member support domestic and international DHH students ranging from eighteen-year-olds to seniors in their nineties. The goal of DHH is to provide the most comprehensive programming possible to equip Deaf and hard of hearing students with the strategies and skills they need to be active members of society.

The Steering Committee for this renewal was struck in April 2018 by Dr. Kathryn McNaughton, the VP Academic, Student and Research, to conduct a review of all four DHH subject areas. The self-study was completed between April 2018 and May 2019 and involved data collection from a number of sources such as departmental records, surveys, focus groups, interviews, and annual program reviews. The DHH Program Renewal Committee discussed and analyzed the data in relation to the six key performance indicators (KPIs):

A.   Curriculum and Instruction
B.   Student Outcomes
C.   Program Planning and Administration
D.   Faculty and Staff
E.   Program and Student Support Services
F.   Learning Environment

A total of 58 recommendations were put forward by the DHH Steering Committee related to the above KPIs. Key recommendations included the development of a Speechreading 3 curriculum; creation of more efficient streamlined programming in English Upgrading to allow students to progress more efficiently through the levels; exploration of more outreach opportunities in JRP (e.g. co-op program, partnering with agencies); development of a more up-to-date curriculum for ASL; collaboration with Marketing to promote DHH and allow students to access accurate program information; an update to all DHH curriculum documents to reflect governance requirements; a refresh of DHH's mission statement; enhanced communiation with VCC service areas to increase their general knowledge of DHH programing and student needs; and consultation with college Safety and Security to review safety planning as it relates to DHH.

The External Review Team (ERT) met in June 2019 to review the self-study report and conduct a site visit. The ERT submitted its report on July 12, 2019 in which they supported 35 of the recommendations. They strongly supported the department's work equipping students with the skills necessary to be contributing members of society and the plan to increase marketing efforts to promote DHH and ensure accuracy of DHH program information, updating the mission statement to reflect sustainability of inclusion, and reviewing college safety plans for DHH. 17 recommendations were not supported while 3 were supported with reservation. The ERT did not comment on 3 self-study recommendations.

The Steering Committee met to review and discuss the self-study and external review reports, and prioritize recommendations for the curriculum development work resulting from this program renewal. (DHH has received $25,000 for curriculum development in the 2019/2020 fiscal year.) A separate Action Plan, submitted alongside this final report, presents the key

initiatives generated by the DHH administrative team based on the prioritized recommendations.

# 2 Self-Study Report Summary

## 2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report, which was presented to the Steering Committee on May 31, 2019.

## 2.2 Program Strengths

Throughout the self-study, DHH faculty and staff identified the following strengths of the DHH department:

- *Four areas of programming available in one place (ASL, English Upgrading, Job Readiness, and Speechreading).*
- *Faculty expertise and knowledge in the areas of Deaf Education.*
- *Direct instruction (between students and instructors, not via interpreters).*
- *Great team players in the DHH Department.*
- *Accessibility to the needs of all: students, staff and faculty (internal and external interpreting services, accommodations by Disabilities Services, soundfield listening systems, etc.).*
- *Ability to support diverse exceptionalities (different levels of hearing loss, deaf blind students, etc.).*

Faculty and stakeholder survey and focus group acknowledged the following strengths of DHH and its programs:

- *DHH program offers a strong sense of community and this is seen college-wide.*
- *ASL classes are a vital part of the BC community.*
- *DHH has one of the most comprehensive programs including ASL, Speechreading, English, Employment and Communications. It has highly qualified delivery as well.*
- *DHH program is successful, reputable, flexible and valuable and has been ongoing for a long time.*

## 2.3 Key Performance Indicators (KPIs) – Key Findings

### 2.3.1 Curriculum and Instruction

The DHH program is not a single program, but rather a department with four distinct subject areas: Job Readiness (JRP), American Sign Language (ASL), English Upgrading, and Speechreading. JRP is the only area organized as a standalone program with a credential. The other three areas are course-based (non-credit) and sectioned off into two categories: ASL/English Upgrading and Speechreading.

JRP meets curriculum documentation requirements for the PCG (approved September 2016); however, there are no official course outlines available for the 15 courses that make up the

program.  Curriculum documents for ASL, English Upgrading, and Speechreading are not in the current form as required by policy and governance.

**Job Readiness Program (JRP)**

JRP is structured as a 10-month, full-time program consisting of 38 credits, and students receive a certificate upon successful completion of the program. The program is cohort-based and focuses on helping Deaf/deaf and hard of hearing students develop the skills to find and maintain employment, In addition to basic computer skills and an Upper Beginner language level, prospective students must have a formal interview with the Department Leader and Job Readiness Instructor. The purpose of this interview is to identify the student's goals and establish an IEP (individualized education plan).

**American Sign Language (ASL) and English Upgrading**

ASL consists of one, non-credit introductory ASL course (DHHE 0615 – American Sign Language for DHH) that is intended for Deaf and hard of hearing adult learners who wish to develop ASL as their first language, an additional language, or in order to be able to access and benefit from classes, services, and information that are provided in ASL. The learner is expected to take a minimum of 760 hours to reach the outcomes for this course.

English upgrading consists of eight, non-credit English courses: Bridge (DHHE 0600), Lower Beginner (DHHE 0610), Upper Beginner (DHHE 0620), Pre-Intermediate (DHHE 0630), Lower Intermediate (DHHE 0650), Upper Intermediate (DHHE 0650), Lower Advanced (DHHE 0660), and Upper Advanced (DHHE 0670). These courses focus on improving sentence structure, comprehension, and expression of the English language. The learner is expected to complete a minimum of 760 hours at each level in order to reach the learning outcomes at that given level.

ASL/English Upgrading intake assessments target three ranges: Pre-beginner/Beginner, Intermediate and Upper Intermediate. Learners go through an initial interview to determine which assessment is appropriate and are asked to provide a writing sample as part of the intake process.

**Speechreading**

Speechreading consists of two part-time, non-credit communication courses: Speechreading Level 1 (DHHE 0618) and Speechreading 2 (DHHE 0619). These courses are organized into 27-hour instructional schedules; classes run once a week for three months. Intake for the Speechreading courses involves correspondence and/or an interview with the Speechreading instructor. This communication ensures the potential student understands the course intent and meets the criteria for registration (hearing loss and appropriate levels of English proficiency). It also allows the student the opportunity to identify personal communication challenges and goals.

**Communication Skills**

Communication Skills is an optional component offered to students enrolled in English Upgrading, ASL, and JRP. At the beginning of each term, students are asked if they would like to

participate in weekly one-on-one or group sessions. These sessions aim to help students build their communication skills, boost their self-confidence, and improve their ability to function in everyday life. Sessions are 15-30 minutes per week per student.

**Summary of DHH Programming**

DHH's programming is necessarily diverse to accommodate its students' diverse needs. The JRP program focuses on job exploration and readiness, whereas ASL/English and Speechreading curricula are designed to upskill students in language, culture, and identity. Furthermore, the audiences for ASL/English and Speechreading are fairly discrete, with the latter programming serving adults with hearing loss whose goal is to communicate more effectively through speaking and listening. DHH's complement of programming is inclusive of all adult learners who are deaf or hard of hearing (but willing to communicate with sign language) and is built on the philosophy of meeting students where they are.

Arguably, however, DHH's commitment to bespoke customization around what students need and seek out is a "double-edged sword": the flexibility of the programming has made it difficult to sustain go-to processes and structures around placement and support.

### 2.3.2 Student Outcomes

DHH programming falls under Special Education programming and is therefore not subject to BC Student outcomes surveys (DACSO, APPSO, BGS). The self-study team used the DHH Annual Program Reviews (compiled by VCC Institutional Research) to collect demographic and enrollment data for the self-study report. The following are the key findings from this data:

- *Majority of DHH students are Canadian citizens or permanent residents (steadily ~92%)*
- *International students have to pay additional fees for support services at the College, such as interpreting, and this could be negatively impacting international student enrollment. Many students in Adult Special Education programming already face economic challenges, and these fees could be shutting prospective students out of this programming.*
- *Average age of DHH students is 50; however, this number is skewed by the Speechreading students, whose average age is 70. Separating the Speechreading students, the average age of DHH students (ASL, English Upgrading, and JRP) is 20, which is below the VCC average student age of 34.*
- *Younger students enrol in ASL, English Upgrading, and JRP programming usually to prepare for further educational and career pathing, while the Speechreading students, generally late in their careers or retired, are looking for education as a tool for personal development.*
- *Enrollment fell by 40% in the 2015/2016 academic year as a result of the Ministry's decision to reinstate tuition for Adult Upgrading programs in BC. Enrollment numbers recovered the following year as students began to secure funding through other sources such as AUG (Adult Upgrading Grand) and PWD (Persons with Disabilities).*
- *DHH enrollment has been steady over the past seven to eight years, apart from the 2015/2016 year*

**DHH Student Surveys and Focus Groups**

Student surveys and focus groups were conducted with JRP, ASL, and English Upgrading students to gather data on student satisfaction (Speechreading students were surveyed separately – see below). The following are the key findings:

- *76.2% of respondents indicated that DHH was successful in helping them reach their goals*
- *Students reported satisfaction with:*
  - *the instructors*
  - *the friendly, encouraging environment*
  - *the learning resources*
  - *the feedback they receive from instructors*
  - *the feeling of equality with peers and instructors*
  - *the fact that there is no judgment or criticism*
  - *the exposure to other VCC programs*
  - *the opportunity to learn skills that can be used to connect with the larger hearing world where communication is more challenging*
- *The following are some suggestions given by students for improving DHH:*
  - *Faster pace of lectures*
  - *Activities that motivate students*
  - *More out-of-class activities (e.g. field trips)*
  - *Clear outlines for each course*
  - *Cultural competency and cultural competency training*
  - *Opportunities to hear about positive work experiences from past ASL students*
  - *Broader range of courses available: math, history, science.*
  - *Teachers need to improve sign language (not use signed English) and improve receptive skills to understand sign language*
  - *Instructor or instructional assistant support for those who learn at a slower pace*
  - *More advanced levels of English*
  - *Ability to progress more quickly through the levels, if capable*
  - *More instruction on reading, writing, and grammar*
  - *More visualization of ideas for writing*
  - *More support services for deaf and hard of hearing such as disability support, family support, support for transition into other VCC programs*
  - *Better understanding of the needs of deaf and hard of hearing students in other departments to facilitate the transition*

**Speechreading Surveys**

Surveys were also sent to students and industry partners as part of the Speechreading 2018 program review. Student surveys were conducted to gather data on student satisfaction, while the industry survey was distributed to provide information about the Speechreading program and to investigate potential outreach partnerships. Data was compiled by VCC Institutional Research. Here are the key findings from this data:

- Speechreading 1 student surveys:
  - *99% rated course and instructor as "excellent" or "very good"*
  - *Data showed marked improvement in each of the course learning outcomes*

- o *Some of the key things students learned included: assertiveness, planning skills, a more positive attitude about oneself, and improved confidence and ability to advocate for themselves*
  - o *Students requested more opportunities to practice skills and strategies learned in class*
  - o *The overwhelming response was "yes" when asked if they are interested in attending Speechreading 2*
- Speechreading 2 student surveys:
  - o *100% rated course and instructor as "excellent" or "very good"*
  - o *Students response was positive about the computer portion of the class*
  - o *When asked what was the most important thing they learned, responses included: self-esteem, improved ability to apply coping strategies depending on the setting, solutions to become a more engaged member of society*
- Completers survey (Students who finished both Speechreading 1 and 2):
  - o *When asked what they found most valuable about Speechreading 1, common responses were: communication strategies, different skills and options, connecting with others, help to overcome denial, confidence, resilience*
  - o *When asked what they found most valuable about Speechreading 2, responses included: review and reinforcement of coping strategies, practicing assertiveness, computer lab exercises*
  - o *Overall, students feel they need more support to communicate at home with family and in their social environments*
  - o *Student feel the following is missing from the Speechreading courses: real life situations, real work experiences, work-related issues*
  - o *96% responded yes when asked if they would participate in a Speechreading 3 course*
- Industry survey:
  - o *93% requested information brochures about the Speech reading course*
  - o *21% felt VCC student fees were prohibitive, while 79% believed they were manageable*
  - o *All respondents believed the individuals they served could benefits from group instruction related to Speechreading*
  - o *Some respondents were open to the idea of potential partnerships to deliver a Speechreading course*
  - o *Respondents identified some barriers to individuals attending a VCC course: awareness, distance, attitude, scheduling*
  - o *Respondents made some suggestions for making the Speechreading course more successful: more information in the clinics, education of the clinicians about the course, dissemination of success stories relating to the course, regular outreach efforts to connect to the community*

### 2.3.3 Program Planning and Administration

**Program Planning**

The DHH department has completed its departmental plan, which lists its priorities over the next 1-3 years. Many of the action items in this plan are related to this program renewal and the resultant changes to curricula.

The departmental plan aligns with the VCC's Integrated College Plan. This plan is soon to be replaced by the Strategic Innovation Plan; however, the effect of this change on DHH's self-direction is expected to be negligible. The department can continue to ensure alignment with VCC's strategic plans and initiatives by attending college operations meetings.

**Affiliations and Partnerships**

The DHH staff and faculty maintain affiliations and partnerships with many professional and community organizations. Participating in such organizations allows faculty and staff to keep abreast of current trends and challenges in the DHH field and opens the doors to numerous networking and professional development opportunities.

**PAC**

The PAC meetings normally happen twice a year. DHH, VCC, and community organizations meet to share information, provide feedback, and discuss relevant topics. Topics discussed at meetings over the past 5 years include increasing community representation and external experts to assist in marketing, promotion, and funding proposals; collaboration on program development; online learning opportunities; partnership opportunities; and student needs.

JRP also has its own PAC which meets twice a year. The JRP instructor provides an overview of the program, including an update of the placement status of the current class.  Attendees provide updates on employment opportunities and market trends in their own fields.

**Marketing and Recruitment**

Overall, DHH requires increased marketing efforts to promote DHH programming and allow student to access program information. Information on the current website is not user-friendly for the target population because there are no videos or signed versions of content. Furthermore, over the past few years, DHH faculty have discussed issues related to inaccuracies and discrepancies in marketing material and actual program information.  It is vital that the department work closely with Marketing and the Registrar's Office to ensure the accuracy and usability of information on the VCC website.

**Succession Planning**

Attracting and maintaining qualified instructors is challenging as the current availability of work has not been sufficient to recruit permanent or even term instructors. As in many other departments at VCC, instructors in DHH are hired as auxiliary instructors with no promise of regular work. The pool of applicants for DHH faculty positions is limited due to the very specific skills set need to teach in the program and the fact that only those with flexible work commitments will apply for auxiliary work; there is also a shortage of instructors qualified to teach adults with multiple barriers and Deaf and Hard of hearing newcomers to Canada, and VCC has to compete with a number of other organizations to attract and retain these instructors. Furthermore, DHH subject areas (JRP, ASL, English Upgrading, and Speechreading) are discrete and have their own hiring criteria meaning instructors cannot teach across the multiple subject areas (unless they meet those hiring criteria). Remedying the longstanding succession planning problem by posting for larger work appointments and/or revisiting the existing hiring criteria for the four areas would have an immediate positive effect for the department as a whole.

**Market Demand**

DHH demand metrics are influenced by the needs directly attached to shifting global demographics rather than conventional labour market drivers. Accordingly, expected changes in aging populations and immigration patterns will have the most significant impact on demand for DHH programming. With Canada now a more popular immigration destination than it has ever been due to geopolitical factors like Brexit and recently tightened US immigration policies, it is reasonable to expect that more newcomers to the country will require access to supports and education for the deaf and hard of hearing, including DHH programming; such a scenario would make it more urgent to review funding structures, as these tend to discourage international enrolment in their current state.

### 2.3.4   Faculty and Staff

Faculty in DHH are uniquely qualified individuals, hired from a small pool of available candidates. There are separate hiring criteria for each of the four subject areas. Qualified instructors must have methodology, signing/communication skill and the ability to appropriately modify curriculum to be relevant to a diverse and challenging population. Currently the department comprises of 5.5 FTE distributed among five regular instructors, one term instructor, and one staff member.

Faculty have used their professional development time to attend many workshops, conferences, and presentations; they have also registered for adult education courses and are committed to enhancing their practice as it relates to education of Deaf and hard of hearing adults. Faculty and staff are also active members of numerous VCC committees and professional and community organizations.

### 2.3.5   Program and Student Support Services

13 VCC departments and service areas participated in interviews about their interactions with DHH and its students. The DHH program was viewed as a positive and valuable component of the VCC community and was recognized as having a strong sense of identity by those who had prior knowledge of the program. Many participants expressed an interest in working together with DHH to provide students with more appropriate supports, educational alternatives, and future pathways.

The main themes to emerge from the interviews were as follows:

- *Lack of understanding of the DHH program*
- *Inconsistencies in admission DHH program admission requirements*
- *Inaccurate information about DHH on the VCC website*
- *More support for DHH students studying in mainstream classes (e.g. academic skills, study skills, stress management, emotional regulation challenges)*
- *More support for VCC service providers around how to accommodate and work with DHH students*
- *Help DHH students better understand the VCC services available to them so that they may be able to access them*
- *The need for a sustainable model for students transitioning to other programs after DHH*
- *Challenges booking interpreters*

## 2.3.6 Physical and Learning Environments

**Location**

DHH is located on the second floor of Building A at the Broadway campus and has its own dedicated classrooms, which do not have to be booked each semester. These classrooms also serve as the instructors' offices, where they keep their belongings and teaching resources. All DHH classrooms with the exception of JRP are located within close proximity of each other. The DHH area includes a resource room (also used a space for the instructional assistant) and designated office space for the Department Leader and Program Assistant.

The DHH department is located close to the ASL and Deaf Studies Department, which is beneficial as it provides more opportunity for DHH students to communicate in ASL. DHH is also close to the Visually Impaired Program (VIP), and this has been difficult at times. Having both VIP and DHH students in the same hallways has resulted in some challenging encounters.

**Equipment and Facilities**

Classrooms can generally accommodate 25 students. (Note: note all classrooms accommodate 25 students.) Tables and chairs can be easily moved allowing students to see each other and communicate more effectively. Each classroom is equipped with a desktop computer and an Educational Technology Unit (ETU) connected to a projector. Each DHH classroom has a Smart Board and a Phonak Roger sound system to enhance sound. The DHH department has also has a set of tablets for students, purchased through capital requests, which sync with the ETU. The Speechreading subject area also has a portable speaker, transmitter, and six table microphones for classroom use.

The department has made some efforts to reduce the noise interference between classrooms (e.g. tennis balls on chair and table legs to make movement less disruptive). However, these measures have not been sufficient, and there is a lack of appropriate sound baffling between the rooms that can be disruptive to students and VCC employees who share classroom walls.

DHH faculty, staff and students have access to a shared computer lab. Lab time must be coordinated and booked through the college's room booking system.

**Safety**

Alerting doorbells and strobe emergency lights are installed in the classrooms and closest washrooms. The fire and strobe emergency lighting works in all areas. DHH classrooms are equipped with flat screen TV monitors, which were installed to provide visual emergency alerts to correspond with any auditory alerts: unfortunately, these systems have not worked successfully in any drills. The monitors have never displayed appropriate visual information during any drill or alarm. Security has been notified each time, but the problem hasn't been resolved. There are several wall-mounted phones in the immediate area which provide a direct line to the security office. The majority of students cannot access the voiced line, but if the phone is picked up, personnel from security will come to the area to investigate potential problems.

## 2.4    Self-Study Recommendations

Table 1 below contains the recommendations made by the DHH Program Renewal Steering Committee.

**Table 1 Self-Study Recommendations**

| KPI | SELF-STUDY RECOMMENDATIONS |
|---|---|
| **Curriculum and Instruction** | **Speechreading** <br><br> 1. Develop a Level 3 Speechreading curriculum that would be a logical culmination of skill development, attained and practiced in real-world situations <br> 2. Design a work site, in-service, employer training component <br> 3. Design programming that is convenient and accessible in terms of the location <br> 4. Educate clinicians about the course <br> 5. Investigate alternative formats: online options, presentation in other languages <br> 6. Conduct regular outreach efforts/information sessions to meet people in their communities <br> 7. Ensure curriculum continues to teach relevant and applicable skills <br> 8. Conduct work site visits and assessments for accommodation <br> 9. Develop simulations using equipment, lessons and practice to create awareness with staff, employers, family and community. <br><br> **English Upgrading** <br><br> 10. Provide more efficient and streamlined programming <br> 11. Develop three streams: Foundational, Academic, and Employment <br> 12. Develop Visual Approach components <br> 13. Provide an opportunity for students to progress more efficiently through the levels <br> 14. Provide more opportunities for grammar and other embedded targets to be practiced and applied to real life situations <br> 15. Include mathematics, numeracy and computer skills development in Literacy outcomes <br><br> **JRP** <br><br> 16. Design a lower level Job Readiness curriculum (Lower Beginner and below) <br> 17. Develop a Co-op Program with option for on-the-job- training <br> 18. Develop teaching materials and activities to build soft-skills <br> 19. Continue to develop confidence in students (e.g. people skills, public speaking) <br> 20. Further develop creative and innovative thinking <br> 21. Partner with agencies to develop strategies to help DHH students work towards better mental health <br> 22. Develop simulations using equipment, lessons and practice to create awareness with staff, employers, family and community. |

| | ASL |
|---|---|
| | 23. Develop a curriculum with more up-to-date and current application |
| | 24. Create a curriculum that can reach various student levels and backgrounds, including international students and those with little or no formal education |
| | 25. Develop a higher level, more abstract literature-based course |
| | 26. Use of language, extended to family and social/employment circle |
| | 27. Develop strategies and tools to communicate with the general public (Mobile learning strategies) |
| | 28. Create opportunities to rehearse and incorporate narratives, history and culture (relevant) |
| **Student Outcomes** | 29. Help students to set realistic communication targets in terms of academic application, social/emotional development, and employment, family and personal goals |
| | 30. Continue to encourage students to develop academic targets in terms of relevance and trends |
| | 31. Equip students with skills and strategies necessary to be contributing members in society |
| **Program Planning and Administration** | 32. Increase marketing efforts to promote the DHH program and allow students to access program information |
| | 33. Work closely with marketing to ensure accuracy of information on the VCC website |
| | 34. Update DHH curriculum documents to reflect current governance and policy requirements |
| | 35. Attend college operation sessions in order to keep DHH aligned with the college vision |
| | 36. Update student intake assessment, process and registration in order to maintain financial stability and sustainability |
| | 37. Provide opportunities for student leadership in program planning |
| | 38. Update mission statement, philosophy and intake criteria to reflect sustainability of inclusion |
| | 39. Create opportunities to network and join with other agencies and companies for an innovative approach to theory and practice |
| **Faculty and Staff** | 40. Maintain the standards and highly specialized set of combined skills |
| | 41. Connect and collaborate with the larger professional community |
| | 42. Act as consultants in the area of specialization |
| | 43. Provide leadership in Deaf and hard of hearing education |
| | 44. Request to present at workshops and conferences |
| | 45. Apply for research opportunities that relate to Deaf and hard of hearing education |
| | 46. Develop online learning modules (common themes that need an expanded, sign version) |
| | 47. Maintain and monitor educational quality by continuing to update the hiring criteria, job description, hiring process and standards by which we hire |
| | 48. Make more term and possibly permanent positions available to attract and keep new faculty |

| Program and Student Support Services | 49. Develop a plan to clarify and help VCC student support service areas increase their general knowledge of the DHH and its courses<br>50. Develop a better network with VCC student support service areas in order to provide more consistent support<br>51. Advocate for interpreting services to acquire additional funding to support demands of expanded DHH programming<br>52. Inform DHH students of the services available to them so they may learn they can access these services |
|---|---|
| Learning Environment | 53. Create and maintain accessible (sensory, cognitive, language, etc.) learning environments<br>54. Advocate for dedicated office space for DHH faculty<br>55. Secure a classroom for JRP within the DHH area<br>56. Consult with the college Safety & Security department to review safety plan as it relates to DHH students, staff, and faculty<br>57. Consult with the Facilities department to ensure classrooms are equipped to facilitate multiple disabilities, mobility issues, and support workers as DHH programming grows<br>58. Explore options to provide instruction in digital, online, and onsite formats |

# 3 External Review Report Summary

On June 12th 2019, an external review team (ERT) consisting of Janet R. Jamieson, Chris Kenopic, and Connie Mayer convened to review the Self-Study Report and meet with instructors, staff, students, graduates, and several members of the self-study team. The external review team also toured the facilities (e.g. classrooms, labs, Library, Learning Centre, etc.).

The ERT focused their review and discussions on the following:

- Whether the Self-Study Report addresses the six key performance indicators
- Whether the recommendations in the Self-Study Report are supported by the findings in the Self-Study Report
- Whether the findings in the Self-Study Report are validated by the External Reviewers' on-site visit
- Any additional observations or recommendations for the program area to consider

The ERT went through each recommendation to determine whether they supported the recommendation or not. There were 58 recommendations outlined in the self-study report, of which 35 were supported by the ERT. The following recommendations received strong support by the ERT.

- Equip students with skills and strategies necessary to be contributing members in society
  ***ERT comment:***
  *This recommendation is strongly supported. In fact, the ERT would suggest that this goal should be reflected in the mission statement for the program.*

- Increase marketing efforts to promote the DHH program and allow students to access program information
  ***ERT comment:***
  *This recommendation is strongly supported. The ERT recommends a focus on making web-based materials more visually accessible to students and potential students (e.g., a signed component).*

- Work closely with marketing to ensure accuracy of information on the VCC website
  ***ERT comment:***
  *This recommendation is strongly supported*

- Update mission statement, philosophy and intake criteria to reflect sustainability of inclusion
  ***ERT comment:***
  *The ERT strongly supports this recommendation and sees updating the mission statement as a priority. It would be vital in moving forward that there is a clear mission statement for DHH program overall and for each of the four program areas. A clear overall mission statement for the DHH program and aligned mission statements for each of the programs areas will be key in guiding program renewal.*

- Consult with the college Safety & Security department to review safety plan as it relates to DHH students, staff, and faculty
  ***ERT comment:***
  *This recommendation is supported and, in fact, the ERT considers it a high priority. All visual emergency alerts should be fully operational.*

Of the remaining self-study recommendations, 3 were supported with reservation and 17 were not supported by the ERT. The ERT cited lack of evidence (i.e. recommendation not covered in the self-study report or in the ERT's findings during the site visit) or lack of clarity as the main reasons why they could not support these recommendations. The ERT did not comment on 3 self-study recommendations.

Table 2 below contains the recommendations made by the DHH steering committee with the ERT's comments. Additional recommendations/suggestions made by the ERT are also included.

In its concluding comments, the ERT recognized the DHH program as a leader in western Canada for its work in meeting the needs of the various cohorts in the DHH community and commended faculty and staff on their commitment to program and student success. The ERT was also impressed with how well the stakeholders spoke of all the programs within the department.

However, they did point out and reinforce the following needs moving forward:

- *A clearer mission statement for the overall program as well as the four individual programs*
- *Curriculum renewal and development (for example, rethinking the length of courses, particularly in English Upgrading, in order to reflect college policy and allow students to progress more smoothly through the program)*
- *Outreach and online offerings allowing the program to reach a wider population*

- *A repository to store course content and learning materials for ease of access and to maintain consistency in what is delivered from one instructor to the next.*

**Table 2 Self-Study Recommendations with ERT Comments and Additional Recommendations**

| KPI | SELF-STUDY RECOMMENDATIONS WITH EXTERNAL REVIEW TEAM (ERT) COMMENTS |
|---|---|
| **1. CURRICULUM & INSTRUCTION:**<br><br>**A. SPEECHREADING** | **SUPPORTED BY THE ERT** |
| | 1.  Develop a Level 3 Speechreading curriculum that would be a logical culmination of skill development, attained and practiced in real-world situations<br><br>**ERT comment:**<br>This recommendation is supported by the ERT |
| | 2.  Design a work site, in-service, employer training component<br><br>**ERT comment:**<br>This recommendation is supported. The Speechreading instructor currently teaches communication skills to the JRP students as a group. A work site, in-service, employer training component would complement these sessions by providing JRP employers with understanding of the unique communication needs of employees who are deaf or hard of hearing, with the overall goal of facilitating two-way communication and enhancing successful job placement experiences. |
| | 3.  Design programming that is convenient and accessible in terms of the location<br><br>**ERT comment:**<br>This recommendation is supported. Recent efforts to develop outreach Speechreading courses in the Lower Mainland (e.g., the North Shore and Surrey) have been well-received; outreach classes were well attended, and it should be noted that the three Speechreading students with whom the ERT met emphasized additional outreach courses as their sole recommendation.<br><br>It should also be noted that the Speechreading instructor indicated the additional time needed to arrange the location and other logistics of outreach courses. Thus, moving in the direction of increasing the number of outreach courses might require some additional FTE for the instructor or other program staff member. |

| | |
|---|---|
| | 4.  Educate clinicians about the course<br><br>**ERT comment:**<br>This recommendation is supported. Clinicians, in particular audiologists, are a major source of referral to the initial Speechreading course, and thus it is critical for them to have current information about it. The Speechreading instructor currently .5 FTE, with .25 FTE allocated to the Speechreading classes and .25 FTE to individual sessions with English upgrading students and group sessions with JRP students. This leaves virtually no time for her to educate audiologists and the public about the course. This education might require increased FTE for the instructor and/or allocation of other resources for the development and distribution of online and print resources. |
| | 5.  Investigate alternative formats: online options, presentation in other languages<br><br>**ERT comment:**<br>This recommendation is supported. An online option would provide accessibility of the Speechreading courses to individuals living outside the Lower Mainland, and course provision of culturally responsive, culturally sensitive Speechreading courses in other languages (e.g., Mandarin, Punjabi) would provide access to many ethnically and linguistically diverse communities in BC not currently served. |
| | 6.  Conduct regular outreach efforts/information sessions to meet people in their communities<br><br>**ERT comment:**<br>This recommendation is supported, as described in #3 and #4 above. |
| | 7.  Ensure curriculum continues to teach relevant and applicable skills<br><br>**ERT comment:**<br>This recommendation is supported. The instructor is an audiologist with doctoral-level expertise in Speechreading, and the ERT noted the relevance and currency of the course content. |
| | **NO COMMENT ON THESE RECOMMENDATIONS FROM THE ERT** |
| | 8.  Conduct work site visits and assessments for accommodation |
| | 9.  Develop simulations using equipment, lessons and practice to create awareness with staff, employers, family and community. |
| **1. CURRICULUM & INSTRUCTION:** | **SUPPORTED BY THE ERT** |
| | 10.  Provide more efficient and streamlined programming<br><br>**ERT comment:** |

| | |
|---|---|
| **B. ENGLISH UPGRADING** | This recommendation is supported. Based on the data provided to the ERT, it is apparent that the vast majority of the students in the English Upgrading program are in Bridge or Lower Beginner, with none taking the Lower Intermediate to Upper Advanced levels in the past five years. It is also the case that students take an inordinately long time to complete the levels. In addition, the intended outcomes and the means for measuring these outcomes are not clear. The ERT suggests looking at similar programs to explore assessment tools used (e.g., "Deaf CAMERA" used by Deaf Literacy Initiative). |
| | 12. Develop Visual Approach components<br><br>**ERT comment:**<br>Curriculum and training/resources for the bilingual approach need to be clear and provided for instructors. |
| | 13. Provide an opportunity for students to progress more efficiently through the levels<br><br>**ERT comment:**<br>This recommendation is supported with the caveat that the levels need to be restructured. Please see #11. |
| | **SUPPORTED WITH RESERVATION BY THE ERT** |
| | 11. Develop three streams: Foundational, Academic, and Employment<br><br>**ERT comment:**<br>This recommendation is supported with reservation. The ERT would suggest that careful consideration would need to be given to what the difference is between each of these streams and how a student would progress through them. How does the Academic stream differ from the Employment stream? Is the Foundational stream a pre-requisite for the other two streams? Are these streams or courses? Which one would lead to the JRP? Is there a need for an Academic stream given the recent enrolment patterns?<br><br>It should be noted that although the overall approach in the English Upgrading program is based on a bilingual approach with ASL as the language of instruction, one cohort of hard-of-hearing students is taught through sign-supported English. Based on the positive comments from the students who referenced this aspect of the program in particular, the ERT appreciates the flexibility of the program in providing English upgrading in the approach that works best for this one cohort. We respect and understand that the overall program approach is a bilingual approach with ASL as the language of instruction. |
| | **NOT SUPPORTED BY THE ERT** |
| | 14. Provide more opportunities for grammar and other embedded targets to be practiced and applied to real life situations |

| | ERT comment:<br>This recommendation seems very specific and secondary to more pressing issues of redesigning the courses and the curriculum. It is unclear what is meant by "other embedded targets." This recommendation would not be a priority. |
|---|---|
| | 15.  Include mathematics, numeracy and computer skills development in Literacy outcomes<br><br>ERT comment:<br>This recommendation seems very specific and secondary to more pressing issues of redesigning the courses and the curriculum. This recommendation would not be a priority. |
| **1.**<br>**CURRICULUM &**<br>**INSTRUCTION:**<br><br>**C.**<br>**JOB READINESS**<br>**PROGRAM (JRP)** | **SUPPORTED BY THE ERT** |
| | 18.  Develop teaching materials and activities to build soft-skills<br><br>ERT comment:<br>This recommendation is supported. Teaching materials and activities to build soft skills could be incorporated in the overall updating of JRP curricula. |
| | 19.  Continue to develop confidence in students (e.g. people skills, public speaking)<br><br>ERT comment:<br>This recommendation is supported. |
| | 21.  Partner with agencies to develop strategies to help DHH students work towards better mental health<br><br>ERT comment:<br>This recommendation is supported. A connection with mental health would also include making employers aware of requirements for accessibility and accommodation. For example, the JRP could develop a formal kit for employers that outline accessibility and accommodation laws. The kit would also explain communication tips and work environment in working with Deaf and hard of hearing employees. |
| | 22.  Develop simulations using equipment, lessons and practice to create awareness with staff, employers, family and community<br><br>ERT comment:<br>This recommendation is supported. |
| | **SUPPORTED WITH RESERVATION BY THE ERT** |
| | 20.  Further develop creative and innovative thinking<br><br>ERT comment: |

| | This recommendation is supported generically, although it is unclear to the ERT what precisely is meant by "creative and innovative thinking." |
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| | **NOT SUPPORTED BY THE ERT** |
| | 16. Design a lower level Job Readiness curriculum (Lower Beginner and below)<br><br>**ERT comment:**<br>This recommendation was not covered in the self-study report but the JRP instructional team raised it when meeting with the ERT. The ERT does not believe they have sufficient information to support the recommendation but do support exploration of the concept of a lower level Job Readiness curriculum (Lower Beginner and below). |
| | 17. Develop a Co-op Program with option for on-the-job- training<br><br>**ERT comment:**<br>This recommendation was not covered in the self-study report but the JRP instructional team raised it when meeting with the ERT. The ERT does not believe they have sufficient information to support the recommendation but do support exploration of the concept of a Co-op Program with the option for on-the-job training. |
| **1.**<br>**CURRICULUM &**<br>**INSTRUCTION:**<br><br>**D.**<br>**AMERICAN SIGN**<br>**LANGUAGE (ASL)** | **SUPPORTED BY THE ERT** |
| | 23. Develop a curriculum with more up-to-date and current application<br><br>**ERT comment:**<br>This recommendation is supported. It should be noted that this issue was raised in the meeting with the ERT, but is not referenced in the written report. |
| | 24. Create a curriculum that can reach various student levels and backgrounds, including international students and those with little or no formal education<br><br>**ERT comment:**<br>This recommendation is supported. |
| | **NOT SUPPORTED BY THE ERT** |
| | 25. Develop a higher-level, more abstract literature-based course<br><br>**ERT comment:**<br>The ERT would not support this recommendation or see it as a high priority. Based on the information provided to the ERT, it seems that the ASL Introductory course serves as a stepping-stone to the English Upgrading courses or the JRP, and that the students who take this course have minimal ASL skills (e.g., beginners from another country or never signed before). There does not seem to be a need for a higher-level course, as these courses can be accessed elsewhere in the college for those students who wish to further develop their ASL abilities. |

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| | 26. Use of language, extended to family and social/employment circle<br><br>**ERT comment:**<br>It is unclear to the ERT what is meant by this recommendation. |
| | 27. Develop strategies and tools to communicate with the general public (Mobile learning strategies)<br><br>**ERT comment:**<br>This recommendation was not addressed in the report and it was not raised in the discussion with the ERT. While the ERT could broadly support this recommendation, it would be important to clarify what is intended by "mobile learning strategies", and how these are addressed in an ASL course. |
| | 28. Create opportunities to rehearse and incorporate narratives, history and culture (relevant)<br><br>**ERT comment:**<br>This is a very specific teaching strategy and seems out of place in this list of recommendations. As well, there is no discussion of this in the written report, nor was it raised in the meeting with the ERT. While there would be no reason for the ERT to reject this recommendation, it is not clear why it would be a priority. |
| **2. STUDENT OUTCOMES** | <span style="background-color:orange">**SUPPORTED BY THE ERT**</span> |
| | 29. Help students to set realistic communication targets in terms of academic application, social/emotional development, and employment, family and personal goals<br><br>**ERT comment:**<br>This recommendation is supported. |
| | 31. Equip students with skills and strategies necessary to be contributing members in society<br><br>**ERT comment:**<br>This recommendation is strongly supported. In fact, the ERT would suggest that this goal should be reflected in the mission statement for the program. |
| | <span style="background-color:orange">**NOT SUPPORTED BY THE ERT**</span> |
| | 30. Continue to encourage students to develop academic targets in terms of relevance and trends<br><br>**ERT comment:**<br>The intent of this statement is unclear to the ERT. In what respects does this differ from the goals stated in the previous point? |

| 3. PROGRAM PLANNING AND ADMINISTRATION | SUPPORTED BY THE ERT |
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| | 32. Increase marketing efforts to promote the DHH program and allow students to access program information<br><br>**ERT comment:**<br>This recommendation is strongly supported. The ERT recommends a focus on making web-based materials more visually accessible to students and potential students (e.g., a signed component). |
| | 33. Work closely with marketing to ensure accuracy of information on the VCC website<br><br>**ERT comment:**<br>This recommendation is strongly supported |
| | 34. Update DHH curriculum documents to reflect current governance and policy requirements<br><br>**ERT comment:**<br>This recommendation is supported. In particular, the ERT recommends using a standard agreed-upon template for all DHH courses that includes VCC governance and policy information (as appropriate for inclusion in a course syllabus). |
| | 35. Attend college operation sessions in order to keep DHH aligned with the college vision<br><br>**ERT comment**<br>This recommendation is supported. |
| | 38. Update mission statement, philosophy and intake criteria to reflect sustainability of inclusion<br><br>**ERT comment:**<br>The ERT strongly supports this recommendation and sees updating the mission statement as a priority. It would be vital in moving forward that there is a clear mission statement for DHH program overall and for each of the four program areas. A clear overall mission statement for the DHH program and aligned mission statements for each of the programs areas will be key in guiding program renewal. |
| | 39. Create opportunities to network and join with other agencies and companies for an innovative approach to theory and practice<br><br>**ERT comment:** |

| | The ERT is generally supportive of this (e.g., investigating other bilingual programs that use ASL as a language of instruction in an English upgrading program). |
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| | **SUPPORTED <u>WITH RESERVATION</u> BY THE ERT** |
| | 37.   Provide opportunities for student leadership in program planning<br><br>**ERT comment:**<br>Although the ERT is generally supportive of this, it was not addressed in the self-study report or in the meetings with the ERT. |
| | **NOT SUPPORTED BY THE ERT** |
| | 36.   Update student intake assessment, process and registration in order to maintain financial stability and sustainability<br><br>**ERT comment:**<br>The intent of this statement is unclear to the ERT. |
| **4.**<br>**FACULTY AND STAFF** | **SUPPORTED BY THE ERT** |
| | 40.  Maintain the standards and highly specialized set of combined skills<br><br>**ERT comment:**<br>This recommendation is supported. |
| | 41.  Connect and collaborate with the larger professional community<br><br>**ERT comment**<br>This recommendation is supported. The ERT would note that these connections are important in order to keep the programs current and relevant. They also afford a potential avenue for making other stakeholders aware of the programs that VCC offers. |
| | 44.  Request to present at workshops and conferences<br><br>**ERT comment:**<br>This recommendation is supported. |
| | 46.  Develop online learning modules (common themes that need an expanded, sign version)<br><br>**ERT comment:**<br>This is recommended for certain parts of the DHH program (e.g., please see the response to question #1.A.5). There are no recommendations within the self-study report for specific opportunities to expand online learning. The ERT sees the benefit of online learning to extend accessible courses to students outside the Lower Mainland, but any online module development should be targeted, specific, and include plans for implementation. |

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| | 47. Maintain and monitor educational quality by continuing to update the hiring criteria, job description, hiring process and standards by which we hire<br><br>**ERT comment:**<br>This recommendation is supported |
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| | 42. Act as consultants in the area of specialization<br><br>**ERT comment:**<br>This recommendation was not addressed in the written report, and did not feature in the discussions with the ERT. It is not clear for whom the staff would act as consultants and in what capacity. The ERT would not see this as a high priority for the program. |
| | 43. Provide leadership in Deaf and hard of hearing education<br><br>**ERT comment:**<br>As for the previous point, this recommendation was not addressed in the report nor discussed with the ERT. There is the potential for the program to provide leadership in some areas, but this has not been explained (e.g., how this would happen, benefits to the program). |
| | 45. Apply for research opportunities that relate to Deaf and hard of hearing education<br><br>**ERT comment:**<br>This recommendation was not addressed in the self-study report, nor was it raised in the meeting with the ERT. The ERT would not see this as a high priority given that other aspects of the program (e.g., updating curricula, marketing) are more pressing and immediate concerns. |
| | 48. Make more term and possibly permanent positions available to attract and keep new faculty<br><br>**ERT comment:**<br>This recommendation is not supported. Given the number of students currently enrolled, it would seem that the number of staff positions is adequate. That being said, it may be that some consideration needs to be given to staff allocation (see points #3 and 4 above).<br><br>The availability of "on call and backfill instructors" is not typically a consideration in post-secondary education. The ERT would recommend other options be considered to address this concern when staff is absent (e.g., online classes, rescheduling where possible). It should be noted that while this issue was included in the written report, it was not raised in the discussions with the |

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| | ERT. The only aspect of workload that was discussed in the meeting was the additional responsibilities assumed by the Department Head. |
| **5. PROGRAM AND STUDENT SUPPORT SERVCES** | **SUPPORTED BY THE ERT** |
| | 49. Develop a plan to clarify and help VCC student support service areas increase their general knowledge of the DHH and its courses<br><br>**ERT comment:**<br>This recommendation is supported. |
| | 50. Develop a better network with VCC student support service areas in order to provide more consistent support<br><br>**ERT comment:**<br>This recommendation is supported. |
| | **NOT SUPPORTED BY THE ERT** |
| | 51. Advocate for interpreting services to acquire additional funding to support demands of expanded DHH programming<br><br>**ERT comment:**<br>It is unclear to the ERT in which programs interpreting services are required, and this was not covered in the self-study report or meetings with the ERT. However, the ERT does recognize that interpreting services would be required for the recommended expanded web-based program information. |
| | **NO COMMENT ON THIS RECOMMENDATION FROM THE ERT** |
| | 52. Inform DHH students of the services available to them so they may learn they can access these services |
| **6. LEARNING ENVIRONEMENT** | **SUPPORTED BY THE ERT** |
| | 53. Create and maintain accessible (sensory, cognitive, language, etc.) learning environments<br><br>**ERT comment:**<br>This recommendation is supported. During the site visit it appeared that the classroom environments were accessible, with the exception of sound baffling between rooms to reduce the impact of noise interference, which is particularly disruptive to students who rely to various to various degrees on residual hearing for communication.<br><br>Continued efforts should be made to ensure accessibility on job sites in the JRP program. In addition, as online modules and/or courses are developed, effort should be made to ensure they are accessible (e.g., regarding interpreting and/or captioning). |

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| | 56. Consult with the college Safety & Security department to review safety plan as it relates to DHH students, staff, and faculty<br><br>**ERT comment:**<br>This recommendation is supported and, in fact, the ERT considers it a high priority. All visual emergency alerts should be fully operational. |
| | 57. Consult with the Facilities department to ensure classrooms are equipped to facilitate multiple disabilities, mobility issues, and support workers as DHH programming grows<br><br>**ERT comment:**<br>This DHH instructional team appears to be doing an admirable job of this at present. The ERT assumes that the team will continue with this effort to support the unique accessibility needs of each incoming student. |
| | 58. Explore options to provide instruction in digital, online, and onsite formats<br><br>**ERT comment:**<br>The ERT sees the need for expanded instruction in an online format (please see response to #46). A revised, current mission statement should guide program revision, which includes formats in which instruction is offered. |
| | **NOT SUPPORTED BY THE ERT** |
| | 54. Advocate for dedicated office space for DHH faculty<br><br>**ERT comment:**<br>This recommendation is not supported. The ERT was impressed with the provision of dedicated classroom space for the program, and noted that this is a rarity in post-secondary education. Given this, the recommendation of dedicated office space was not considered a priority. |
| | 55. Secure a classroom for JRP within the DHH area<br><br>**ERT comment:**<br>This recommendation is not supported. Although it may be preferable to have the JRP classroom located closer to the DHH area than it is currently, it is located within reasonable proximity and the ERT does not consider this recommendation to be a priority. |
| **ADDITIONAL SUGGESTIONS/RECOMMENDATIONS MADE BY THE ERT** | |
| • Much clearer course outlines and descriptions should be developed for all of the four programs. | |
| • The ASL and English Upgrading are currently two separate programs. However, the ERT recommends that consideration be given to combining the two because the ASL program, as it | |

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| has been described, functions primarily as a feeder program for English Upgrading and JRP. This would allow for staff to work collaboratively across the two areas on program renewal. |
| • Online learning seems to be central to program expansion and reaching a wider population of students across a broader geographic area. Much more consideration should be given to the specifics of online learning goals and delivery. |
| • When required, students should be referred to appropriate counselling services for support. Providing counselling support is beyond the mandate of the program staff. |
| • The term "Speechreading" is outdated and inaccurate in terms of describing the focus of the Speechreading program, as it was described. The ERC recommends that consideration be given to a new title for the program and courses in that area. |

# 4    Response to External Review Report

## 4.1    Department Response

The DHH Program Renewal Steering Committee discussed the external review site visit and report at its meeting on September 23, 2019. Elle Ting also sent out an email to the Steering Committee members on September 26, 2019 asking for any final impressions or thoughts on the external review report and its recommendations.

Some members of the steering committee expressed concern that the ERT did not support the recommendation to include numeracy in the literacy outcomes: these members felt that the ERT did not fully understand that numeracy is language-based. There was general consensus among DHH department members (almost all of whom also sit on the Steering Committee) that numeracy should not be removed from these outcomes as these have always been part of English Upgrading.

Another concern from the steering committee had to do with the recommendation to design a lower-level Job Readiness curriculum. The ERT did not support the development of this course but did support exploring the idea of a lower-level JRP curriculum. DHH faculty members on the steering committee admit that it was an oversight on their part not to address this recommendation in the self-study with more concrete evidence. The JRP curriculum has been adapted over the years to fit lower levels, but there was unanimous agreement that the time has come to make the development of a lower-level JRP course a priority.

An additional concern regarded the suggestion made by the ERT to consider combining the ASL and English Upgrading areas. ASL and English Upgrading, while having their own curricula, have been tied together for some time: there are ASL and Bridge (ASL with intro to English vocabulary) and then the English levels. The curricula have been split between these because there are very specific hiring criteria for each area; if these two areas were to be combined, the hiring criteria for each area would also need to be combined, potentially leading to hiring difficulties. As it is already hard to find instructors for the one set of criteria specific to each area, combining the area hiring criteria could make it even more challenging to secure new hires because candidates would have to meet the proficiencies of both areas (ASL and English Upgrading).

Regarding the overall bilingual approach taken at DHH, there was an inquiry about the continuing availability of diverse communication modes within the department. The ERT speaks directly to this point in its response to Recommendation #11, *Develop three streams: Foundational, Academic, and Employment*.

Finally, there were questions from the department about why the recommendation to develop "a higher-level, more abstract literature-based course" in ASL was unsupported by the ERT; the ERT labelled this item as low-priority because such a course would generally not be a fit for the students who take the ASL course in DHH; furthermore, this type of ASL programming exists elsewhere in the college for interested students. The department feels there was not enough attention given to this item during the program self-study, nor were questions or concerns addressed at the external reviewers' visit. Had a conversation taken place, these concerns would have been mitigated and clarified. Currently there is no ASL literature course for the DHH population in BC. The ASL & Deaf Studies program did offer it some fifteen years ago, but this was a one-time offering, albeit successful. Offering ASL and Deaf Lit provides an opportunity for intercultural mediation that aligns with the college's goals. In addition, content in ASL/Deaf Lit has links to English, allowing students to move from the known (ASL/Deaf Lit) to the new (English/Deaf Lit). This type of course also gives opportunity for language mediation to make links between linguistic structures of ASL and English as well as comparative/ distinctive language features. ASL Lit can be offered at multiple levels, just like English Lit can.

In general, the DHH department was in agreement with many of the ERT's comments and recommendations, including:

- curriculum development in all four subject areas
- the consideration of additional FTE for Speechreading to support the demands of the program (marketing, additional outreach)
- educating clinicians about VCC's Speechreading program
- working more closely and intentionally with VCC marketing to not only promote DHH programming, but ensure programming information is accessible to the target population
- updating program and subject area mission statements
- the investigation of alternate delivery options (e.g. online options)

# 5    Final Comments and Recommendations

| Key Performance Indicator (KPI) | Recommendations/action items |
|---|---|
| Curriculum and Instruction | A. Speechreading<br>• High-priority: Recommendation #1, ***Develop a Level 3 Speechreading curriculum that would be a logical culmination of skill development, attained and practiced in real-world situations.*** |

| Key Performance Indicator (KPI) | Recommendations/action items |
|---|---|
|  | • Medium-priority: Recommendation #4, ***Educate clinicians about the [Speechreading] course.*** <br> • For consideration: The external reviewers strongly recommended a name change for this area. <br> *The term "Speechreading" is outdated and inaccurate in terms of describing the focus of the Speechreading program, as it was described. The ERC recommends that consideration be given to a new title for the program and courses in that area.* <br><br> B. <u>English Upgrading</u> <br> • High-priority: Recommendations #10, #11, and #13 overlap— ***Provide more efficient and streamlined programming to allow students to progress more efficiently through the levels.*** <br> • Medium-priority: Recommendation #12, ***Develop Visual Approach components.*** <br> • For consideration: The external reviewers suggested that greater collaboration between English Upgrading and ASL could be achieved by combining these areas. <br> *The ASL and English Upgrading are currently two separate programs. However, the ERT recommends that consideration be given to combining the two because the ASL program, as it has been described, functions primarily as a feeder program for English Upgrading and JRP. This would allow for staff to work collaboratively across the two areas...* <br><br> C. <u>Job Readiness Program</u> <br> • High-priority: Recommendation #16, ***Design a lower level Job Readiness curriculum.*** <br> • High-priority: Recommendation #21, ***Partner with agencies to develop strategies to help DHH students work towards better mental health.*** <br> • Medium-priority: Recommendation #20, ***Further develop creative and innovative thinking.*** <br> • Medium-priority: Recommendation #17, ***Develop a Co-op Program with an option for on-the-job training***. <br><br> D. <u>American Sign Language</u> <br> • High-priority:  Recommendation #25: ***Develop a higher-level, more abstract literature-based course.*** |
| Student Outcomes | • High-priority: Recommendation #29, ***Help students to set realistic communication targets in terms of academic*** |

| Key Performance Indicator (KPI) | Recommendations/action items |
|---|---|
| | *application, social/emotional development, and employment, family, and personal goals.*<br>• Medium-priority: Recommendation #31, *Equip students with skills and strategies necessary to be contributing members in society.* |
| Program Planning and Administration | • High-priority: Recommendations #32 and #33 overlap—*Work closely with Marketing to promote the DHH program and allow students to access accurate program information (e.g. website)*.<br>• High-priority: Recommendation #34, *Update DHH curriculum documents to reflect current governance and policy requirements.*<br>• Medium-priority: Recommendation #38, *Update mission statement, philosophy and intake criteria to reflect sustainability of inclusion [for DHH department and also for areas/subgroups].*<br>• For consideration: the external reviewers strongly supported the use of the language in Recommendation #31 as a starting point for a revised DHH mission statement: "*Equip students with skills and strategies necessary to be contributing members in society.*" |
| Faculty and Staff | • Medium-priority: Recommendation #47, *Maintain and monitor educational quality by continuing to update the DHH hiring criteria, job descriptions, hiring processes, and standards.* |
| Program and Student Support Services | • For consideration: Recommendations #49 and #50 address plans to *clarify and help VCC student support service areas increase their general knowledge of the DHH and its courses and develop a better network with VCC student support service areas in order to provide more consistent support.*<br>• The external reviewers also note that *when required, students should be referred to appropriate counselling services for support.* |
| Physical and Learning Environments | • High-priority: Recommendation #56, *Consult with the college Safety & Security department to review safety plan as it relates to DHH students, staff, and faculty.*<br>• Medium-priority: Recommendation #58, *Explore options to provide instruction in digital, online, and onsite [face-to-face] formats.*<br>• For consideration: The external reviewers provided the following additional notes regarding online learning in DHH. *Online learning seems to be central to program expansion and reaching a wider population of students across a broader* |

| Key Performance Indicator (KPI) | Recommendations/action items |
|---|---|
| | *geographic area. Much more consideration should be given to the specifics of online learning goals and delivery.* |

# Program Renewal:  [DHH Program]
# Education Council Report (November 2019)

## Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

| # | Key Projects and Initiatives | Reasonable Timeline for completion of project | Resources Required | Evaluation Plan |
|---|---|---|---|---|
| 1 | Create Department Mission Statement | Dec 2019 | Marcia, DHH Faculty/Staff, IAs | Department consensus |
| 2 | Create Subject Area Mission Statements | Dec 2019 | Subject area faculty member | Present to entire department by deadline |
| 3 | Update JRP current curriculum documentation to reflect what's happening now in JRP  re: term length and current content (Speak to RO re: standardized term length) | Dec 2019 | IAs, Marcia, RO | Completed PCG (Pass Curriculum Committee in Jan 2020 ) |
| 4 | Curriculum Development – English Upgrading | March 2020 | IAs, SME | Delivered by deadline |
| 5 | Curriculum Development – Speechreading (including changing the name of the program) | March 2020 | IAs, SME | Delivered by deadline |
| 6 | Update English Upgrading and Speechreading curriculum documentation to reflect revised curriculum and governance/policy requirements | March 2020 | IAs, SMEs | Completed PCG and Course Outlines (Pass Curriculum Committee April 2020) |
| 7 | Update marketing material (one pager) re: information about DHH department | Jan 2020 | Marcia, Marketing | Delivered by deadline |
| 8 | Update marketing material (including signed videos) re: DHH subject-area content and curriculum | April 2020 onwards | Marcia, DHH Faculty, Marketing | Marketing material completed |
| 9 | Create a one-pager information sheet for VCC faculty and service areas working with DHH students | Jan 2020 | Marcia, DHH Faculty/Staff | Delivered by deadline |

**Program Renewal:  [DHH Program]**

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| # | Key Projects and Initiatives | Reasonable Timeline for completion of project | Resources Required | Evaluation Plan |
|---|---|---|---|---|
| 10 | Review the hiring criteria for each area | Dec 2020 | Marcia | Completed by deadline Report any proposed changes to Dean |
| 11 | Address the Safety and Security issues and response plan as it relates to DHH and its students | Initiate Oct 2019. Arrange meeting with all stakeholders | Shirley, Marcia, Safety and Security, Facilities, IT, DHH Faculty/Staff | DHH Safety plan completed |
| 12 |  Renew CD funding for JRP and ASL curriculum revisions | Jan 2020 | Marcia | Approved by CD Funds Committee |