



Vancouver Community College Education Council  
 Meeting Agenda  
 May 9, 2023  
 3:30–5:30 p.m. Videoconference  
<https://vcc.zoom.us/j/65086290049>  
 ASL Interpretation provided.

	Topic	Action	Speaker	Time	Attachment	Page
1.	<b>CALL TO ORDER</b>		N. Mandryk			
2.	<b>ACKNOWLEDGEMENT</b>		S. Lew			
3.	<b>ADOPT AGENDA</b>	Approval	N. Mandryk	1 min	✓	1-2
4.	<b>APPROVE PAST MINUTES</b>	Approval	N. Mandryk	1 min	✓	3-7
5.	<b>ENQUIRIES &amp; CORRESPONDENCE</b>	Info	N. Mandryk	1 min		
6.	<b>BUSINESS ARISING</b>					
	a. English Language Proficiency Requirements - Revisions	Approval	D. McMullen	15 min	✓	8-10
	b. Duolingo English Language Assessment	Approval	D. McMullen	5 min	✓	11-13
	c. Accuplacer English Language Assessment	Approval	D. McMullen	5 min	✓	14-16
	d. Academic Year	Approval	D. McMullen	5 min	✓	17-21
	e. Contract Training Update	Info	M. Yue	10 min	✓	22-28
	f. Brand and Web Project (BAWP) Update	Info	K. Wilson, M. Ko	10 min		
	g. CS Non-Credit Course Outlines	Info	A. Lipsett	5 min	✓	29-30
	h. EdCo Planning Day	Info	N. Mandryk	2 min		
7.	<b>COMMITTEE REPORTS</b>					
	<b>a. Curriculum Committee</b>					
	i. New Program: Sign Language Interpretation Diploma	Approval	T. Rowlatt	10 min	✓	31-36
	ii. New Courses: MATH 0610, 0615, 0620, 0625, 0630, 0635, 0640, 0645, 0650, 0655	Approval	S. Ivits	5 min	✓	37-78
	iii. Program Update: Graphic Design Diploma	Approval	S. Albert	5 min	✓	79-123
	iv. Program Update: Counselling Skills Foundations: Mental Health & Addictions Certificate	Approval	A. Korens	5 min	✓	124-193

	Topic	Action	Speaker	Time	Attachment	Page
	<b>b. Policy Committee</b>					
	i. D.3.5 Prior Learning Assessment and Recognition	Approval	S. Kay	5 min	✓	<b>194-200</b>
	<b>c. Education Quality Committee</b>					
	ii. Program Renewal Reports:	Info	T. Rowlatt	5 min	✓	<b>201-376</b>
	<ul style="list-style-type: none"> <li>• Architectural Technician</li> <li>• Asian Culinary Arts</li> <li>• Basic Education</li> <li>• Paralegal</li> <li>• Medical Laboratory Assistant</li> <li>• University Transfer (UT) and Associate Degrees</li> </ul>					
<b>8.</b>	<b>RESEARCH UPDATE</b>	Info	A. Copp	5 min		
<b>9.</b>	<b>CHAIR REPORT</b>	Info	N. Mandryk	5 min		
<b>10.</b>	<b>STUDENT REPORT</b>	Info	G. Sarnoh	5 min		
<b>11.</b>	<b>NEXT MEETING &amp; ADJOURNMENT</b>	Info	N. Mandryk	1 min		

EdCo Planning Day: June 12, 2023  
9:00–12:00

Next regular meeting: June 13,  
2023, 3:30–5:30 p.m.



**ATTENDANCE**

**Education Council Members**

Natasha Mandryk (Chair)	Dennis Innes	Marcus Ng
Sarah Kay (Vice-Chair)	Derek Sproston	Todd Rowlett
Andy Sellwood	Emmy Cheung	Vivian Munroe
Dave McMullen	Heidi Parisotto	
David Wells	Janita Schappert	

**Regrets**

Ali Oliver	Gabby Sarnoh	Shirley Lew
Belinda Kaplan	Louise Dannhauer	Sonal Singh

**Guests**

Adrian Lipsett	Herbie Atwal	Mark Chiarello
Aerin Hack	J.-E. Zakoor	Nuala Rochfort
Beth Beeching	Jane Shin	Reba Noel
Clay Little	John Demeulemeester	Shantel Ivits
Clayton Munro	Julie Gilbert	Stefan Nielsen
Dawn Cunningham Hall	Kate Dickerson	Tannis Morgan

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

- The meeting was called to order at 3:33 p.m.

**2. ACKNOWLEDGEMENT**

- J. Schappert acknowledged the College’s location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the April 11, 2023 agenda as presented.  
**Moved by D. Wells, Seconded & CARRIED (Unanimously)**

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council approve the March 7 and March 16, 2023 minutes as presented.  
**Moved by D. Wells, Seconded & CARRIED (Unanimously)**

**5. ENQUIRIES & CORRESPONDENCE**

- There were none.

## 6. BUSINESS ARISING

### a) Annual Update – Deans & Directors: Part 3

- Annual updates were presented by C. Little, Associate Director, Indigenous Education and Community Engagement; A. Lipsett, Dean of Continuing Studies; and D. Innes, Dean of Hospitality, Food Studies and Applied Business. This year, presentations focused on providing context and themes for EdCo to consider related to curriculum and educational policy.
- Overall themes were increased flexibility for students in program delivery and formats, as well as growing partnerships. VCC recently signed an agreement with the Scottish Qualifications Authority (SQA), the national accreditation and awarding body for Scotland, which sets standards for qualifications and assessments. The agreement allows VCC to access curriculum for a relatively low licensing fee, providing opportunities to expand its offerings in different areas, e.g., supply change management.
- There were questions about next steps towards Indigenization at VCC. One key piece is recruitment of a Dean, Indigenous Initiatives, which is underway.

### b) Strategic Innovation Plan Goals Update

- J. Shin provided background on the Strategic Innovation Plan (SIP) refresh process, during which 87 objectives were defined. The first annual update report was presented to EdCo, following presentation to the Board of Governors. The report is posted on the [VCC website](#). The full SIP objectives document will be shared with EdCo members after the meeting.
- There were questions about constraints experienced in implementing objectives. Resource, funding, and capacity limitations are one factor, but the main challenge is the complexity of strategic projects requiring involvement of multiple College areas in addition to their day-to-day operations.
- Some of the key initiatives will be the development of an Indigenization framework once a Dean, Indigenous Initiatives, has been hired, as well as work on the Campus Plan, depending on the Treasury Board's outstanding decision on funding.

H. Parisotto left the meeting at 4:35 p.m.

### c) New Credential: Sign Language Interpretation Diploma

**MOTION:** THAT Education Council recommend approval of the Sign Language Interpretation Diploma credential to the Board of Governors.

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

- D. Wells presented the proposal following the initial conversation at the February EdCo meeting. Douglas College (DC) suspended its September 2023 intake for the Sign Language Interpretation Diploma due to low demand. The program operates on a 1+2 year model; most students in this program are graduates of VCC's long-standing 10-month ASL and Deaf Studies Certificate who continue their studies for another 2 years at DC.
- The proposal is to transfer the program to VCC, which aligns with recommendations of both a 2009 Provincial Study and a 2017 Comprehensive Program Review that suggested a closer alignment between VCC's and DC's programs.
- DC's EdCo and Board of Governors discussed the proposal at their March meetings, and the DC Board voted to approve transfer of the program to VCC and cancel the DC program once all students have completed their diploma at either DC or VCC.
- Approval of the credential is being requested prior to curriculum approval; this departure from VCC's normal curriculum approval process allows for expedited program development so VCC can accept students for September 2023. The Finance and Audit Committee and the Board of Governors will hold

special meetings by the end of the week to approve the tuition and credential. The curriculum will then be presented for review and approval to Curriculum Committee and Education Council. <sup>5</sup>

- There was a discussion about planning for support services at VCC to run the program and ensure continuity. A working group including representation from different College areas will be established to support the transition.

#### d) Accuplacer English Language Assessment

**MOTION:** THAT Education Council approve the use of Accuplacer as an approved method for demonstrating English proficiency for the purpose of admission to any VCC program.

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

- D. McMullen presented the proposal to introduce Accuplacer, a software-based assessment tool, at VCC. This recommendation arose from a two-year project on English language assessments, which included a needs analysis and consultation with faculty. Conversations around calibration of scores are ongoing, and a proposal to refine and adjust scores may be presented at a later time.
- Similar to the Duolingo English test, Accuplacer provides students with another option to demonstrate English language proficiency.
- It was clarified that while Accuplacer is a software-based test, it is not web based, and students will complete the test in the Assessment Centre. Paper-based and braille options are available. The cost for assessments is between \$60–\$80, which is lower than previous assessment fees (up to \$100). A fee waiver program is being developed for students in financial need.

#### e) EdCo Planning Day – June 12

- EdCo will hold a half-day planning session on June 12. This is an opportunity to discuss emerging topics. The EdCo Executive has begun planning; members were invited to bring forward ideas.

### 7. COMMITTEE REPORTS

#### a) Curriculum Committee

##### i) New Courses: MATH 0660 Fundamentals of Mathematics 6A & MATH 0665 Fundamentals of Mathematics 6B

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new courses MATH 0660 Fundamentals of Mathematics 6A and MATH 0665 Fundamentals of Mathematics 6B.

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

- S. Ivits presented the proposal to split Basic Education math courses (from the beginner level to grade 9) into two parts, which was a key recommendation from the recent program renewal. Currently, students have 3 months to cover content equivalent to 1.5 years in the K-12 system. Creating two courses for each level will give students more time, as well as improve tracking of progress. The current proposal is for math level 6; the proposal for levels 1–5 will come to Curriculum Committee in April.
- Curriculum Committee had a longer discussion about the mastery style of evaluation used in these courses, which emphasizes building foundational skills before students move forward within a course.

##### ii) New Courses: CCED 0605 Basic Computer Skills Level 1 and CCED 0606 Basic Computer Skills Level 2

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new courses CCED 0605 Basic Computer Skills Level 1 and CCED 0606 Basic Computer Skills Level 2.

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

- N. Rochfort and B. Beeching presented the proposal to split an existing standalone Community & Career Education (CACE) course into two new parts. An option for Prior Learning Assessment and Recognition (PLAR) was added so students with prior knowledge can directly into level 2. 6
- T. Rowlatt reported that Curriculum Committee had no major feedback. There was a discussion about learning outcomes related to classroom behaviour and setting expectations in the special education context.

### iii) Program Updates: Practical Nursing & Access to Practical Nursing Diplomas

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised program content guides for the Practical Nursing Diploma and the Access to Practical Nursing Diploma.

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

- J. Schappert presented proposed changes to admission requirements, aimed at removing barriers for students and aligning with other institutions and regulatory body requirements. English language and math requirements were adjusted. The knowledge assessment was removed in favour of providing a Health Care Assistant (HCA) certificate or registration number, since the HCA curriculum has been standardized. There are outstanding questions around TB test requirements, which are being discussed among health authorities. The goal is to create a common standard for all VCC health sciences programs.

## b) Policy Committee

### i) 2022 Annual Policy Report

- The 2022 Annual Policy Report created by N. Degagne was included in the meeting package. One project in progress is transferring policies into CourseLeaf, VCC's online content management system currently used for curriculum.

### ii) D.3.5 Prior Learning Assessment and Recognition (PLAR)

- S. Kay presented the revised policy and procedures drafts for information. Prior Learning Assessment and Recognition (PLAR) provides an avenue for recognizing knowledge and skills acquired in a variety of ways outside of the formal education system and granting formal credit for them. The committee provided feedback in September 2022 on initial drafts focused on including a Credit Bank, a collection of non-credit training opportunities pre-assessed as eligible for credit. Another key change was to include recognition of Indigenous knowledge and ways of being.
- Following the meeting, a full review of the policy was initiated, and revised drafts were presented to the committee in April. Members discussed the fees for PLAR assessments as a potential barrier for students, since they are not covered by financial aid; this is a larger conversation across the sector. The committee voted to post the drafts for College feedback, which is open until April 27.

### iii) Research Policies: F.1.1 Ethical Conduct for Research Involving Humans, F.1.2 Ethics and Integrity in Research and Scholarly Activity, and F.1.3 Conflict of Interest Related to Research (to be rescinded)

- S. Kay presented the policies, which underwent a full scheduled review. Extensive revisions were made to align with the updated Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022). One key change was to include procedures for following First Nations Principles of Ownership, Control, Access and Possession (OCAP) (policy F.1.2). Policy F.1.3 was merged with the other two policies and is proposed to be rescinded. All three policies were posted for College feedback; no comments were received. Since these policies are approved solely by the Board of Governors, they were presented to Education Council for information only.
- A committee working group was struck to explore ways to incorporate anti-racism, justice, equity, diversity and inclusion (JEDI) and Universal Design for Learning (UDL) considerations into policy review.

- N. Mandryk, C. Little and S. Kay are continuing the review of policy A.2.1 Appeal to Education Council on Educational Matters.

### **c) Education Quality Committee**

#### **i) Curriculum Development (CD) Fund 2023/24**

- T. Rowlatt presented projects approved for CD funding this year. \$400,000 were allocated; the total ask was about \$900,000. Scheduled program renewals again received \$5,000 in automatic funding.

### **8. CHAIR REPORT**

- N. Mandryk reported that the recently established EdCo working group has begun developing guiding questions for Education Council to consider in reviewing curriculum proposals. The rationale is to create a clearer differentiation between curriculum review by Curriculum Committee and EdCo.
- The Elections Committee met in March to debrief the recent EdCo and Board of Governors by-elections. Changes to the election rules are under discussion, including removing the distinction between Broadway and Downtown campus student seats and updating the definition of students to exclude most employees.
- To support accessibility of EdCo meetings, a note was added to the website regarding requests for ASL interpretation.

### **9. STUDENT REPORT**

- M. Ng reported on end-of-term celebrations organized by SUVCC at both campuses.

### **10. NEXT MEETING AND ADJOURNMENT**

- The next meeting will be held on May 9, 2023.
- The meeting was adjourned at 5:29 p.m.

**Natasha Mandryk,  
Chair, VCC Education Council**



## DECISION NOTE

**DATE:** May 9, 2023

**PREPARED FOR:** Education Council

**ISSUE:** English Language Proficiency requirements - Revision

### BACKGROUND:

VCC's current English Language Proficiency Requirements (ELP) are not aligned and are far more restrictive when compared with other Post-Secondary Institutions (PSI) in British Columbia. Being an open access institution that serves various populations, the intention was to ensure students had the appropriate level of English proficiency before taking on their course work. However, we have inadvertently added an additional barrier for students wanting to attend here and making it an easier decision to attend another PSI where their course work or test results are being recognized without additional requirements.

The admissions requirements at VCC divide applicants into two categories: those who have completed three years of full-time, face-to-face secondary or post-secondary education in an English-speaking country where English is the primary language of instruction, and those who have completed less than three years of study in such an environment. The expectation to have completed three years of English education under these specific conditions is mandatory for all programs, with only a few exceptions.

On the surface, this English language proficiency requirement may appear to ensure students are sufficiently prepared for post-secondary study. However, a closer review of the requirements and comparison to other institutions reveals that VCC is enforcing a structure that preferences privileged applicants and creates a barrier to populations that VCC is mandated to serve.

VCC's ELP requirement contributes to a high volume of confusion for prospective international students and is a deterrent to applying. In turn, the brand recognition of VCC has been a difficult institution to access.

Whether international students study locally or overseas in an English-speaking country, our ELP requirement for the three years of full-time, face-to-face education in an English-speaking country where English is the primary language of instruction creates confusion and barriers for prospective students/agents/high school counsellors. Quite often, they ended up, in turn, getting a request to submit additional external English test results. The International Education (IE) office often hears feedback from prospective students, and their agents are frustrated to understand and accept our ELP requirement. A simple solution to overcome the disappointments is to apply for similar/same programs at another PSI providing more options to accommodate.

Please note that this change does not apply to programs that have elected to add the "3-year..." requirement to their Program Content Guide because of the certification requirements of an external agency.



**DISCUSSION:**

An environmental scan of open access institutions in BC shows that VCC is alone in requiring three years of full-time, face-to-face secondary or post-secondary education in an English-speaking country. The majority of institutions provide applicants with both course work (e.g. English Studies 12, 3 credits of undergraduate English, EAL or upgrading courses) and assessment options (e.g. IELTS, TOEFL, Accuplacer, or internal English assessments) for demonstrating English language proficiency. In some institutions, applicants who have completed 3 or 4 years of study where English is the language of instruction may also meet the English language proficiency requirements. Notably, this is one of the *options* for meeting English language proficiency; it is not a requirement.

In addition to being an outlier in the BC post-secondary landscape, VCC's current English language proficiency requirement is problematic for several reasons. The expectation that students will have completed three years of *face-to-face* study automatically eliminates nearly all applicants, as most studied online throughout the global pandemic. Further, calculating whether an applicant has studied *full time* for three years is complicated for both students and staff, as full-time requirements are different in secondary and post-secondary environments, and vary across the many global institutions our applicants have attended.

Critically, the combined requirements of studying for three years, full time, and face-to-face privilege those who have the financial and social resources to devote three years of their lives to education in an English-speaking country. This approach is challenged by the espoused principles of Justice, Equity, Diversity, and Inclusion. Through this lens, VCC has an opportunity to remove barriers and create space for underrepresented learners to join the VCC community and fulfill their educational dreams.

**EXPECTED IMPACT:**

As evidenced by the environmental scan, thousands of students in other institutions have been successful in their programs without demonstrating three years of English education. Based on this evidence, we believe that applicants who meet VCC's English requirements through course work or assessment will have reasonably demonstrated the ability to succeed in an English-speaking post-secondary environment.

By removing the dichotomy between applicants with and without three years of English education, prospective students will have more options for meeting English language proficiency requirements. The impact is expected to be most noticeable amongst international applicants, as well as Canadian citizens who attended high school or post-secondary on part-time schedules.

**RECOMMENDATION:**

THAT Education Council approve the decision to remove the following statement: *"at least three-years of full-time, face-to-face secondary or post-secondary education in an English-speaking country where English is the primary language of instruction"* from VCC's English language proficiency requirements.

As noted above, this is to ensure that VCC remains consistent and competitive with other BC institutions.

**PREPARED BY:**

Dawn Cunningham Hall, Assistant Registrar, Curriculum & Calendar  
 Jay Baik, Associate Registrar, International Education  
 Jacqueline Cunha Ramires, Assistant Registrar, International Education  
 Herbie Atwal, Associate Registrar, Admissions & Enrolment Services

PSI	English Prof	Other ways to meet	NOTES	Column2
VCC	3 years of Face to Face + Course work or Testing	ENG 12 + Course Work or Testing	English Speaking Country	<a href="https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/">https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/</a>
KPU	Course Work or Testing		tests must be within two years from term of admission to be applicable	<a href="https://calendar.kpu.ca/admissions/english-proficiency-requirements/">https://calendar.kpu.ca/admissions/english-proficiency-requirements/</a>
BCIT	2 years + Course Work or Testing	less than 2 years + BCIT COMM courses	if not course work or 2years - students can demonstrate through testing	<a href="https://www.bcit.ca/admission/entrance-requirements/english-requirements/#proficiency">https://www.bcit.ca/admission/entrance-requirements/english-requirements/#proficiency</a>
Douglas	Course Work or Testing			<a href="https://www.douglascollege.ca/future-students/admission-information/english-proficiency-requirement">https://www.douglascollege.ca/future-students/admission-information/english-proficiency-requirement</a>
UFV	Course Work or Testing		completion of 3 years is an option, not a requirement. 2 year expiry on external tests	<a href="https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm">https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm</a>
VIU	Course Work or Testing			<a href="https://www.viu.ca/admissions/admission-requirements">https://www.viu.ca/admissions/admission-requirements</a>  <a href="https://www.viu.ca/admissions/equivalencies-and-advanced-placement-program#englishrequirement">https://www.viu.ca/admissions/equivalencies-and-advanced-placement-program#englishrequirement</a>
CapU	Course Work or Testing		2 years and ENG 12	<a href="https://www.capilanou.ca/admissions/apply-to-capu/admission-requirements/english-language-requirements/">https://www.capilanou.ca/admissions/apply-to-capu/admission-requirements/english-language-requirements/</a>
Camosun	Course Work or Testing			<a href="https://calendar.camosun.ca/content.php?catoid=11&amp;navoid=646">https://calendar.camosun.ca/content.php?catoid=11&amp;navoid=646</a>
Langara	Course Work or Testing		has options for student studying for 3 or 4 years in English Speaking Country	<a href="https://langara.ca/admissions/requirements/english-language-requirements/index.html">https://langara.ca/admissions/requirements/english-language-requirements/index.html</a>
Emily Carr	Course Work or Testing		has options for student studying for 3 or 4 years in English Speaking Country	<a href="https://www.ecuad.ca/admissions/application-info/undergraduate-applications/application-requirements#from-british-columbia-and-yukon">https://www.ecuad.ca/admissions/application-info/undergraduate-applications/application-requirements#from-british-columbia-and-yukon</a>



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE:** Duolingo English Assessment: Temporary to Permanent

### BACKGROUND:

On March 20, 2020, EDCO approved a pilot program to accept the online Duolingo English Test as an alternative way to assess English Language Proficiency. This decision provided a means for English language assessments to continue despite the temporary closure of the VCC Assessment Centre.

On December 7, 2021, EDCO approved recalibrated Duolingo minimum scores. The revised scores more closely align with the BC high school equivalencies, providing greater confidence in the likelihood of student success.

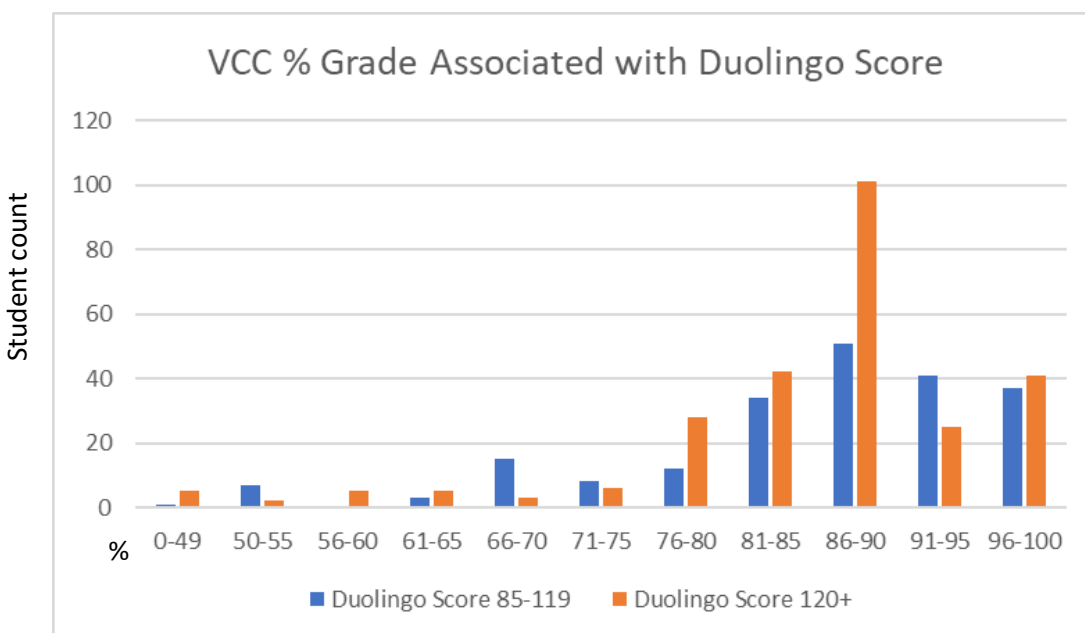
The addition of Duolingo to the range of options applicants have for demonstrating English language proficiency at VCC has illuminated benefits that extend beyond pandemic conditions. This online assessment is available 24/7 worldwide, and at a cost of \$80 CAD (2023), it is significantly more affordable than assessments such as IELTS (\$340 CAD). Further, Duolingo continues to invest resources into improving the assessment. Test-takers may now request accommodations including additional time, proctoring modifications, and external aids such as screen magnifiers and hearing aids. These factors make the Duolingo English Test an accessible option for prospective students who are unable to attend an on-campus assessment due to location, scheduling, or individual need.

### Academic results for VCC students who used Duolingo for admissions or placement:

Following the recalibration of the Duolingo scores, it is important to review the academic results for students who used Duolingo for admissions or course placement purposes. The findings demonstrate that Duolingo continues to provide a reasonable level of confidence in the likelihood of student success. Of course, English assessments alone cannot comprehensively predict student academic achievement, as there are many confounding variables. Nevertheless, the data appear to confirm the validity of the recalibrated Duolingo scores, with 96% of students admitted or placed using Duolingo achieving 61% or higher in their courses.

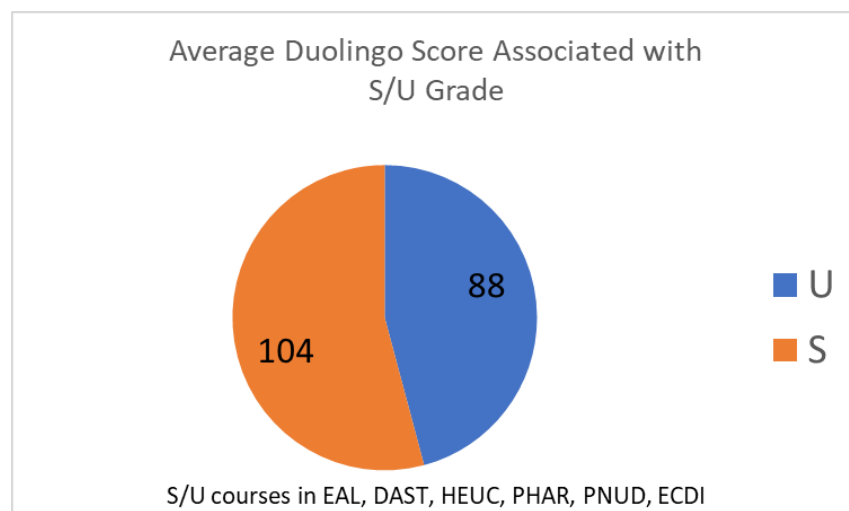
### VCC percent grade associated with Duolingo scores:

**Note:** The majority of VCC programs require a minimum Duolingo score of 120, though some programs (such as EAL Pathways) have lower requirements. The scores below demonstrate the academic results of students who entered VCC with Duolingo scores ranging from 85-119 or 120+. The VCC percent grades are presented in ranges (i.e., 0-49, 50-55, 55-60, etc.).



### Average Duolingo score associated with S/U grade:

**Note:** Programs such as EAL Pathways, Certified Dental Assisting, Early Childhood Care & Education, Health Unit Coordinator, Practical Nursing, and Pharmacy Technician, have one or more courses with Successful ('S') or Unsuccessful ('U') grades. The information below shows the **average** Duolingo scores for those with 'S' (Duolingo = 104) or 'U' (Duolingo = 88) grades.



**CONCLUSION:**

The Duolingo English Test provides prospective VCC students with an online, accessible, affordable option for English language proficiency assessment. The temporary acceptance of this tool for admissions and placement purposes at VCC has allowed time to confirm the validity of the tool, as demonstrated by the academic achievements of students who entered the College using this assessment. Instituting Duolingo as a permanent assessment option at VCC (for programs that accept Duolingo) will contribute to our objectives of reducing barriers and providing accessible education solutions.

**MOTION:**

THAT Education Council approve the permanent use of the Duolingo English Test as an acceptable option for meeting English language proficiency requirements at VCC.

**PREPARED BY:**

Dave McMullen, Registrar



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE:** English language assessment: Amendment of Accuplacer options

### BACKGROUND:

At our last EDCO meeting, we brought forward the calibrated scores for Accuplacer which were approved by EDCO. At that time, we indicated that we may come back with adjustments to scores since some conversations were still taking place.

Discussions have continued and the committee has agreed that ABE will not be part of the initial Accuplacer go-live. It has been determined that additional conversation and consideration is required. This decision was reached at the recommendation of faculty who have participated in the process.

As such, there has been discussion with faculty representation to address the approved calibration scores. The outcome of these discussions is that the NG Accuplacer scores will be revised. At such a time when ABE is ready to move forward with Accuplacer, thoughtful discussions will take place to ensure that needs of Applied Programs, articulation committees and ABE are appropriately addressed.

### Accuplacer assessments and associated test elements:

Three Accuplacer assessments have been created: two for those whose first language is English, and one for those whose first language is not English. The three assessments and their test elements are:

VCC NG Accuplacer	VCC HCA NG Accuplacer	VCC EAL (ESL) Accuplacer
<ul style="list-style-type: none"> <li>• WritePlacer</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• WritePlacer</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• ESL WritePlacer</li> <li>• ESL Reading Skills</li> <li>• ESK Listening</li> <li>• VCC EAL (ESL) Speaking Assessment (this is conducted by faculty, as Accuplacer does not include a speaking test)</li> </ul>

**Minimum scores:**

Following the field-testing phase, minimum scores for admissions purposes were developed. Scores were determined through consultation with project faculty members.

The proposed minimum scores for admissions purposes are outlined below.

**Proposed Minimum Scores for Admissions into Applied Programs for applicants whose first language is English****VCC NG Accuplacer**

Equiv Score	WP	Read.
EN 12 (B)	6	263
EN 12 (C+)	5	258
EN 12 (C)	5	253
EN 12 (C-)	5	250
EN 11	4	240
EN 10	3	230
Basic Ed.	≤ 2	≤ 229

\*WP scores range from 1-8

\*Reading scores range from 200-300

\*Note: Minimum scores for VCC HCA NG Accuplacer are based on the recommendations of the BC Care Aide & Community Health Worker Registry. Applicants whose first language is English meet the English 10 requirement with the following Accuplacer scores: WritePlacer (4), Reading (230), Writing (230).

**Proposed Minimum Scores for Admissions into Applied Programs for applicants whose first language is not English****VCC EAL (ESL) Accuplacer**

Equiv Score	List.	Speaking	Read.Sk.	E.WP
EN 12 (B)	93	8	109	6
EN 12 (C+)	86	8	102	5
EN 12 (C)	86	8	102	5
EN 12 (C-)	86	8	102	5
EN 11	78	7	95	4
EN 10	71	6	87	3

\*E.WP (EAL WritePlacer) scores range from 1-6

\*Listening/Reading Skills scores range from 20-120

**Proposed Minimum Scores for Placement into EAL courses for applicants whose first language is not English**

**VCC EAL (ESL) Accuplacer**

If you want to take this course		You need this score			
Course Code	Course Name	List.	Speaking	Read.Sk.	E.WP
ELSK 0915	ESL Listening & Speaking 9	93	8		
ELSK 0920	ESL Reading & Writing 9			109	6
ELSK 0925	EAL Pathway to University Transfer English			109	6
ELSK 0815	ESL Listening & Speaking 8	86	7		
ELSK 0820	ESL Reading & Writing 8			102	5
ELSK 0715	ESL Listening & Speaking 7	78	6		
ELSK 0720	ESL Reading & Writing 7			95	4
ELSK 0615	ESL Listening & Speaking 6	71	5		
ELSK 0620	ESL Reading & Writing 6			87	3
ELSK 0515	ESL Listening & Speaking 5	61	4		
ELSK 0520	ESL Reading & Writing 5			77	2

**CONCLUSION:**

These amendments will allow the College to be move forward with the changes to score requirements. We want to ensure seamless implementation of Accuplacer and clear communication to prospective students regarding the options available for achieving admission to VCC.

We have appreciated the input from all participants in this process and we look forward to being able to implement this assessment option for potential students.

**MOTION:**

THAT Education Council approve the revised applicant calibration for potential VCC students.

**PREPARED BY:**

Dave McMullen, Registrar



## Academic Year Information

**Note:** Some vocational and/or trades programs may start or end on dates that do not coincide with the semester-based dates below. Please contact the appropriate instructional department for additional information.

<b>Public Holidays and Closures (2022/2023)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 05, 2022
National Day for Truth and Reconciliation	Fri, Sep 30, 2022
Thanksgiving	Mon, Oct 10, 2022
VCC Day	Wed, Nov 02, 2022
Remembrance Day	Fri, Nov 11, 2022
Holiday Closure (TBD)	Fri, Dec 23, 2022 – Mon, Jan 02, 2023
Family Day	Mon, Feb 20, 2023
Good Friday	Fri, Apr 07, 2023
Easter Monday	Mon, Apr 10, 2023
Victoria Day	Mon, May 22, 2023
Canada Day	Mon, Jul 03, 2023 (Observed)
BC Day	Mon, Aug 07, 2023

<b>Term Dates (2022/2023) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 06, 2022	Wed, Jan 04, 2023	Mon, May 08, 2023
<b>Last Day of Class</b>	Mon, Dec 12, 2022	Tue, Apr 11, 2023	Fri, Aug 11, 2023

<b>Exam Period</b>	Tue, Dec 13 – Mon, Dec 19, 2022	Wed, Apr 12 – Tue, Apr 18, 2023	Mon Aug 14 – Fri, Aug 18, 2023
<b>Grade Submission Deadline</b>	Wed, Dec 21, 2022	Tue, Apr 25, 2023	Fri, Aug 25, 2023

<b>Public Holidays and Closures (2023/2024)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 04, 2023
National Day for Truth and Reconciliation	Mon, Oct 02, 2023 (Observed)
Thanksgiving	Mon, Oct 09, 2023
VCC Day	TBD
Remembrance Day	Mon, Nov 13, 2023 (Observed)
Holiday Closure (TBD)	Fri, Dec 22, 2023 – Tue, Jan 02, 2024
Family Day	Mon, Feb 19, 2024
Good Friday	Fri, Mar 29, 2024
Easter Monday	Mon, Apr 01, 2024
Victoria Day	Mon, May 20, 2024
Canada Day	Mon, Jul 01, 2024
BC Day	Mon, Aug 05, 2024

<b>Term Dates (2023/2024) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 05, 2023	Thu, Jan 04, 2024	Mon, May 06, 2024
<b>Last Day of Class</b>	Mon, Dec 11, 2023	Wed, Apr 10, 2024	Fri, Aug 09, 2024

<b>Exam Period</b>	Tue, Dec 12 – Mon, Dec 18, 2023	Thu, Apr 11 – Wed, Apr 17, 2024	Mon Aug 12 – Fri, Aug 16, 2024
<b>Grade Submission Deadline</b>	Wed, Dec 20, 2023	Wed, Apr 24, 2024	Fri, Aug 23, 2024

<b>Public Holidays and Closures (2024/2025)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 02, 2024
National Day for Truth and Reconciliation	Mon, Sep 30, 2024
Thanksgiving	Mon, Oct 14, 2024
VCC Day	TBD
Remembrance Day	Mon, Nov 11, 2024
Holiday Closure (TBD)	Mon, Dec 23, 2024 – Wed, Jan 01, 2025
Family Day	Mon, Feb 17, 2025
Good Friday	Fri, Apr 18, 2025
Easter Monday	Mon, Apr 21, 2025
Victoria Day	Mon, May 19, 2025
Canada Day	Tue, Jul 01, 2025
BC Day	Mon, Aug 04, 2025

<b>Term Dates (2024/2025) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 03, 2024	Mon, Jan 06, 2025	Mon, May 05, 2025

<b>Last Day of Class</b>	Mon, Dec 09, 2024	Wed, Apr 09, 2025	Fri, Aug 08, 2025
<b>Exam Period</b>	Tue, Dec 10 – Mon, Dec 16, 2024	Thu, Apr 10 – Wed, Apr 16, 2025	Mon Aug 11 – Fri, Aug 15, 2025
<b>Grade Submission Deadline</b>	Thu, Dec 19, 2024	Fri, Apr 25, 2025	Fri, Aug 22, 2025

<b>Public Holidays and Closures (2025/2026)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 01, 2025
National Day for Truth and Reconciliation	Tue, Sep 30, 2025
Thanksgiving	Mon, Oct 13, 2025
VCC Day	TBD
Remembrance Day	Tue, Nov 11, 2025
Holiday Closure (TBD)	Tue, Dec 23, 2025 – Mon, Jan 05, 2026
Family Day	Mon, Feb 16, 2026
Good Friday	Fri, Apr 03, 2026
Easter Monday	Mon, Apr 06, 2026
Victoria Day	Mon, May 18, 2026
Canada Day	Wed, Jul 01, 2026
BC Day	Mon, Aug 03, 2026

<b>Term Dates (2025/2026) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 02, 2025	Mon, Jan 05, 2026	Mon, May 04, 2026

<b>Last Day of Class</b>	Fri, Dec 05, 2025	Wed, Apr 08, 2026	Fri, Aug 07, 2026
<b>Exam Period</b>	Mon, Dec 08 – Mon, Dec 15, 2025	Thu, Apr 09 – Fri, Apr 17, 2026	Mon Aug 10 – Mon, Aug 17, 2026
<b>Grade Submission Deadline</b>	Thu, Dec 18, 2025	Fri, Apr 24, 2026	Mon, Aug 24, 2026

**Brief Backgrounder  
about  
VCC's Education Service Contracts**

Prepared by Partnership Development Office (PDO)  
For  
VCC Education Council

May 2023

## Introduction

1. At VCC, an *education service contract* is defined in *Policy C.3.5 Education Services Contracts* as follows.

“A binding written agreement that captures the terms surrounding the delivery of training or educational services outside of base budgeted activities. Agreements of this nature are typically time-limited and result in additional revenue.”

Link to the policy:

<https://vcc.ca/media/vancouver-community-college/content-assets/documents/policies/c-3-5-education-service-contract-policy-2021-03-31.pdf>

2. In education service contracts, VCC is a fee-charging service provider. These training or educational activities are commonly known as **contract training** in postsecondary education. They are often project-based, have specific delivery timelines, cater to non-regular learners, and are based on agreements with external stakeholders and clients that result in payment to VCC.

These contracts are different from other service contracts without an educational focus (such as catering, space rental, etc.) All contracts are reported in Fund 25 under their distinct org codes set up by Finance for revenue and expense tracking.

3. Education service contracts are implemented by various VCC schools and departments across the institution. Contract management responsibilities are shared between different employees within their schools and departments. The VCC **Contract Management Guide** presents “best practices” that schools and departments are required to observe, while the Financial Services Department and Partnership Development Office provide necessary support.

Link to the Guide:

[https://employee.vcc.ca/media/myvcc/content-assets/documents/departments/pdo/VCC-Contract-Management-Guide-v.-2-\(June-25,-2021\).pdf](https://employee.vcc.ca/media/myvcc/content-assets/documents/departments/pdo/VCC-Contract-Management-Guide-v.-2-(June-25,-2021).pdf)

## Benefits of Contracts

Contracts provide various benefits for VCC. These benefits help VCC decide what contract opportunities to pursue.

- Revenue generation: support VCC operations through financial contributions
- Extension of VCC into the community: reach out to sections and members of the community that do not normally engage with the college
- Partnership with industry: expand industry connections and support workforce development
- Innovation: explore and diversify VCC programming and practice by testing new curriculum and pedagogy
- Educational capacity building: offer new teaching opportunities for faculty to expand their skills, knowledge, and programming vision

- Partnership with specific community partners: build new relationship with indigenous, immigrant, and other communities
- Applied research (involving financial transactions): engage VCC faculty and students in research projects

## Sources of Contracts

### 1. Governmental contracts (domestic)

Provincial and federal governments are the common sources of contract funding for postsecondary institutions. These contracts often entail the provision of education services (training, curriculum development, support services, research, etc.) to benefit specific members of the community. Government funding is often based on an open Request or Call for Proposal (RFP or CFP) process, in which proponents compete for the funding by submitting applications (proposals). Sometimes, funding is earmarked for postsecondary institutions, but proposals are still required from individual institutions. Other times, funding may be awarded directly to the institutions for specific purposes.

### 2. Non-governmental contracts (domestic)

Non-governmental contracts come from agreement with partners such as business corporations, community non-profit organizations, educational institutions, etc. for the training of their employees or the provision of training and educational services their clients require. These contracts may be negotiated privately or may require open competition through a bidding process. Sometimes, VCC may be the subcontractor in a contract held by another organization (postsecondary institution, community non-profit organization, etc.) The source of funding may be governmental or not.

### 3. International contracts

VCC also participate in international education or development projects where we may provide training to learners/clients in other countries (our faculty travel there) or in Canada (the learners/clients travel here). Some international projects may include curriculum development, train-the-trainer, and other forms of educational consulting work. Funding of these projects may come from governments (notably federal government departments such as Global Affairs Canada), or organizations such as Colleges and Institutes Canada. Other sources may include charitable foundations that support international education and development projects, research organizations, or even private corporations. Current examples include the UMAP and Kenyan projects.

## Roles of Key Internal Stakeholders

### 1. Deans/Directors, Department Leaders, Ops Managers (or Department Assistants)

Generally, Deans/Directors are “contract owners” by default. They make decisions about contract opportunities, develop contract ideas, form partnerships, negotiate and sign contract agreements. Operationally, they delegate contract delivery responsibilities to Department Leaders (DLs) who receive support from Ops Managers or Department Assistants. The DLs and Ops Managers or



Department Assistants share the role of “contract manager”. Together, they perform the following responsibilities in a contract (under the supervision of the contract owner):

- Seek educational approval prior to or concurrently with the costing process
- Cost the contract using the current contract costing template and obtain approval from Finance
- Notify relevant departments and service areas where appropriate
- Liaise with the Partnership Development Office (PDO) where applicable
- Present the formal contract to the relevant signing and spending authority for approval
- Be accountable for all aspects of delivery, monitoring, and reporting

## 2. Financial Services Department (Finance)

Finance is a key internal partner in managing contracts. All contracts are recorded in Fund 25 and Finance has the responsibility of overseeing Fund 25 activities.

- Review and approve the costing of education service contracts
- Assign each education service contract a separate organization code
- Provide oversight of contract revenue and expenditures
- Support financial reporting for internal and external stakeholders
- Fulfill auditing requirements

## 3. Partnership Development Office (PDO)

The PDO can be seen as an internal consulting service that supports the development and management of contracts.

- Assist with assessment of an opportunity
- Advise on costing and pricing
- Provide input on programming and delivery logistics
- Provide support to the project development and proposal writing process
- Store contracts and related documents in the Contract Repository
- Provide support for contract evaluation
- Present an annual report to Education Council for information

2022 - 2023

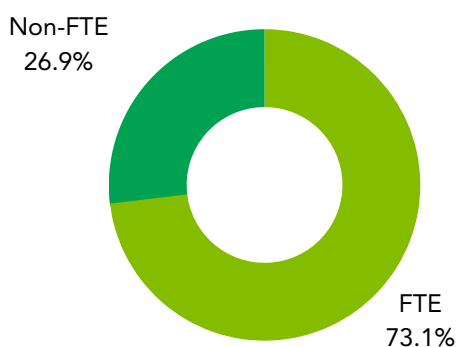
# EDUCATION SERVICE CONTRACTS UPDATE

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

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

## New Contracts

26 new contracts started in 2022-23. (FTE group: 19; non-FTE group: 7)



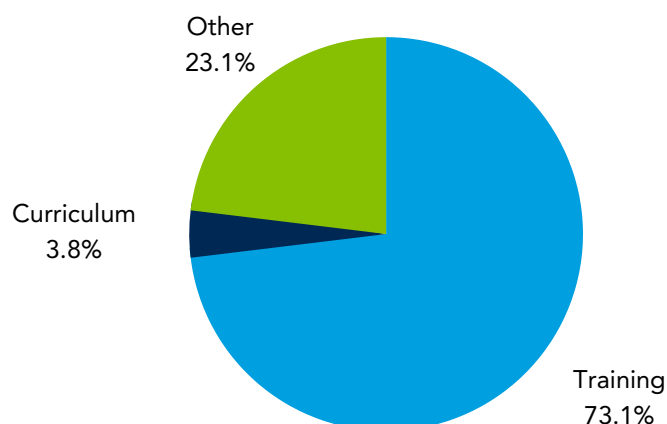
## \$2.3M

## Contract Value

Total value: \$2.3M (FTE group: \$1.58M, non-FTE group: \$731K)

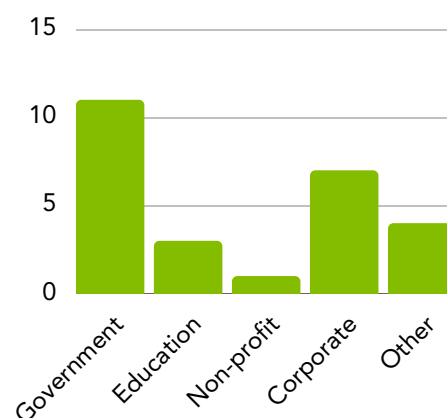
## Contract Types

Contracts were classified as training (19), curriculum development (1), and other (6).



## Funding Sources

Funding was received from government (11); education (3); non-profit (1); corporate (7), other (4).



# CONTRACT HIGHLIGHTS

Contracts came from departments across VCC:

- Allied Health
- Automotive Collision Repair
- Automotive Services Technician
- Basic Education
- Centre for Teaching, Learning and Research
- College and Career Access
- Continuing Care
- Continuing Studies
- Heavy Duty/Commercial Transport
- Indigenous Education
- Music
- Partnership Development Office
- Safety, Security and Risk Management
- School of Instructor Education
- Trades Success Centre

## Trades Foundation Delivery

### Automotive Service Technician

The Automotive Service Technician department collaborated with school districts, SD41 (Burnaby) and SD46 (Sunshine Coast), to deliver Foundation training to secondary students.

## Technological Innovation

### iHub VR Headsets

VCC's innovative virtual reality (VR) pilot project uses a blend of artificial intelligence (AI) and VR as a way to help Automotive Collision and Refinishing students practice job interview skills and transition into the job market.

## School of Instructor Education

The School of Instructor Education has supported multiple corporate organizations to improve their instructional practices including:

- BC Ferries
- LNG Canada Development Inc
- BC Hydro
- GCT Canada



Presented by the Partnership Development Office (PDO)

## 2022 Education Service Contracts

Contract	School	Contract Type	Description	Funding Source	
<b>1. Contracts with Student FTEs = 19</b>					
A321 2223 City of Richmond BS	Centre for Continuing Studies	Training	Delivery of the Building Service Worker Foundations course to employees at the City of Richmond.	City of Richmond	Corporate
A330 2223 ECCE Program Expansion	Centre for Continuing Studies	Training	Funded full-time cohort of ECCE post-basic programming.	Ministry of Advanced Education and Skills Training	Government
A322 2223 AAAB - CWRG	Partnership Development Office	Training	Through Community Workforce Response Grant's Skills Training for Economic Recovery Stream, provide Administrative Accounting and Bookkeeping (AAAB) skill training to 22 eligible British Columbians. Scheduled to commence early 2023. In collaboration with CS.	Ministry of Advanced Education and Skills Training	Government
A323 2223 OCS - PBLMT	Partnership Development Office	Training	Provide online training to Options Community Services (OCS) PBLMT project participants for the following courses: Basic Counselling Skills, Grammar, Vocab, Business Writing and Oral Communication Skills. VCC training is scheduled to commence in Oct 22 and end in May 23. In collaboration with CS.	Ministry of Social Development and Poverty Reduction	Government
Z319 2223 CALP - CMHC	School of Arts & Sciences	Training	Basic Education has partnered with Coast Mental Health Clubhouse to deliver a Career Literacy course in the Fall 2022 term. Basic Education provides the instructor (a 25% contract) and Coast Mental Health Clubhouse provides recruitment, location, food, a support worker, and classroom supplies.	Ministry of Advanced Education (CALP Grant)	Government
A325 2223 GPS - Gateway to PS	School of Arts & Sciences	Training	Deliver Gateway to Post-Secondary course to 10 students. Provide written report and transition plan recommendations to each student.	VSB; May & Stanley Fund	Education
A314 2223 ORFF Canada - BC Chapter	School of Arts & Sciences	Training	ORFF Levels 1 - 4501, 2 - 4502, and 3 - 4503. Will be offered in August.	Tuition from ORFF members	Other
A308 2223 MLA	School of Health Sciences	Training	Ministry of Advanced Education has provided one-time funds to deliver an additional Medical Lab Assistant cohort of 24 students. Students will be paying tuition and other fees.	Ministry of Advanced Education and Skills Training	Government
A309 2223 HCA EAL Pathway	School of Health Sciences	Training	One-time AEST grant to provide 24 seats of the Health Care Assistant EAL program in September 2022.	Ministry of Advanced Education and Skills Training	Government
A315 2223 BC Hydro PIDP 3210	School of Instructor Education	Training	PIDP 3210 training for BC Hydro employees.	BC Hydro	Corporate
A316 2223 GCT Canada	School of Instructor Education	Training	Customized two-day training session to employees of GCT Canada.	GCT Canada	Corporate
A317 2223 LNG Canada	School of Instructor Education	Training	Trades Short Certificate for LNG employees.	BC Hydro	Corporate
A320 2223 BC Hydro PIDP 3230	School of Instructor Education	Training	PIDP 3230 for BC Hydro Employees.	BC Hydro	Corporate
A326 2223 BC Hydro PIDP 3260	School of Instructor Education	Training	PIDP 3260 for BC Hydro Employees	BC Hydro	Corporate
A237 2223 BC Ferries PIDP 3220	School of Instructor Education	Training	2-Day & 5-Day training for BC Ferries employees.	BC Ferries	Corporate
A328 2223 Auto Trade Sampler	School of Trades Technology & Design	Training	the VCC Foundation will fund the shortfall of the Trade Sampler	ITA and VCC Foundation	Other
A318 2223 AST SD46	School of Trades Technology & Design	Training	Automotive Service Technician Foundation from September 6th, 2022 to Feb 1st, 2023. The program will be delivered by the School District with the support of VCC. SD46 will provide location, instructor, and equipment. VCC will provide curriculum, support, registration, credentials.	SD46	Education
A319 2223 AST SD41 - Burnaby	School of Trades Technology & Design	Training	Agreement for the selection and delivery of training and support for students, leading to a post-secondary credential awarded by Vancouver Community College. Program: Automotive Service Technician Foundation Dates: September 7th, 2022 to June 2023.	SD41 and ITA	Education
A324 2223 Cross Trade Pathways	School of Trades Technology & Design	Training	Train professionals in the industry who are looking for a pathway to HMT trade. The project will involve creating curriculum for CrossTrade pathway program and offer 2 intakes.	ITA and Insite	Other
<b>2. Contracts without Student FTEs = 7</b>					
Z318 2223 Anonymous Reporting	Administration	Other	2-year pilot to support implementation of an external, anonymous reporting platform for sexualized violence.	Ministry of Advanced Education and Skills Training	Government
Z316 2223 Disabilities Project	Centre for Teaching, Learning and Research	Other	The digital accessibility enhancement project will provide a targeted approach to advancing the accessibility of blended and online learning courses and programs as well as universal design for learning (UDL) at VCC. The project targets instructors to help them improve their course design and delivery using UDL principles, resources and tools, and hands on support.	Ministry of Advanced Education and Skills Training	Government
Z315 2223 Indig Emergency Assistance	Indigenous Education and Community Engagement	Other	VCC 2022 Indigenous Emergency Assistance Fund top-up.	AEST Indigenous Policy and Engagement Branch	Government
Z321 2223 ASP Funding	Indigenous Education and Community Engagement	Other	Aboriginal Service Plan is a strategic plan for enhancing the post-secondary educational experiences and outcomes of Indigenous learners. 1. Increase access, retention, completion and transition opportunities for Aboriginal learners; 2. Strengthen partnerships and collaboration in Aboriginal post-secondary education; and 3. Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.	Ministry of Advanced Education and Skills Training	Government
Z313 2223 PICS Career Path	Partnership Development Office	Curriculum Development	Provide curriculum development support to PICS' Career Paths program in the Management Occupations stream. In collaboration with the EAL department.	PICS	Non-profit
Z320 2223 CALP - MPNH	Partnership Development Office	Other	Support for literacy program at Mount Pleasant Neighborhood House (Family Literacy Outreach - FLO). MPNH delivers the program, and VCC is the funding holder.	Ministry of Advanced Education and Skills Training	Government
Z322 2223 iHub VR Headsets	School of Trades Technology & Design	Other	This project gives 200 students the opportunity to master discipline specific interview skills within a VR environment using an AI virtual human interviewer that can create thousands of different scenarios. Data will be gathered by the software vendor and VCC to improve the VR application and program specific curriculum.	CEWIL	Other



## INFORMATION NOTE

**PREPARED FOR:** VCC Education Council

**DATE:** May 9, 2023

**ISSUE:** Summary of non-credit offerings in CS in 2022

### BACKGROUND:

Continuing Studies offers a wide selection of non-credit programming spread across a diverse range of subject areas. As most non-credit offerings are designed to meet the needs of learners pursuing upskilling or personal interest opportunities, these offerings continue to be mostly scheduled in the evenings and on weekends. Continuing Studies has submitted all new and revised course outlines for courses offered in 2022 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process. All new and revised course outlines are also now in CourseLeaf.

### DISCUSSION:

In 2022, 47 new non-credit courses were launched in CS (see Appendix A), representing a 147% increase from 2021 in the number of new non-credit offerings created. The 10% alumni discount on non-credit courses was continued from previous years, again with limited uptake.

New courses launched in the following areas:

- Health (7)
- Hospitality (3)
- Transformative Learning (5)
- Technology and Trades (11)
- Business and Leadership (11)
- Fashion (1)
- Music (1)
- PDO-affiliated (5)
- Base offerings, via CS (3)

Highlights and particularly successful courses include:

- LERN/UGotClass courses continue to see healthy enrolment (asynchronous online)
- HLTH 1405 Advanced Nursing Foot Care reintroduced after a 2-yr hiatus
- PRDN introduced as a new subject area in CS Business area for DigiBC-related courses
- Enacting new process to support Base offerings through D1

### PREPARED BY:

Adrian Lipsett, Dean, Continuing Studies

## Appendix A: New CS non-credit courses (2022)

Course Code	Course Title	Approval Date
AZUR 0100	AZUR 0100: Azure Data Scientist	2/27/2022
AZUR 0100	AZUR 0100: Azure Data Scientist	6/4/2022
AZUR 0104	AZUR 0104: Azure Administrator	2/27/2022
AZUR 0303	AZUR 0303: Azure Architect Technologies	2/27/2022
AZUR 0304	AZUR 0304: Azure Architect Design	2/27/2022
CMPT 1155	CMPT 1155: Microsoft Office Specialist	3/2/2022
CMPT 1362	CMPT 1362: Quickbooks Level 1	2/11/2022
CMPT 1363	CMPT 1363: Quickbooks Level 2	3/5/2022
CMPT 1510	CMPT 1510: Intro to Python Programming	7/19/2022
CMPT 1521	CMPT 1521: Google Fusion Tables	3/9/2022
CMPT 1703	CMPT 1703: SketchUp Level 1	11/18/2022
CUIS 1510	CUIS 1510: Professional Cook 1 Challenge	3/2/2022
CUIS 1520	CUIS 1520: Professional Cook 2 Challenge	3/2/2022
CUIS 1530	CUIS 1530: Cook Red Seal Challenge	3/2/2022
CWRI 1180	CWRI 1180: Advanced Writing Sparks	2/9/2022
FASH 1159	FASH 1159: Tailoring	2/27/2022
HLTH 1190	HLTH 1190: Foot Care Nursing	2/9/2022
HLTH 1271	HLTH 1271: Physical Assessment for Nurses	2/9/2022
HLTH 1315	HLTH 1315: Distance IV Therapy for LPNs	2/9/2022
HLTH 1403	HLTH 1403: IV Therapy and Insertion	1/12/2022
HLTH 1403	HLTH 1403: IV Therapy and Insertion	3/17/2022
HLTH 1404	HLTH 1404: Medication Course for HCWs	2/9/2022
LANG 1120	LANG 1120: French Conversation 1	2/27/2022
LANG 1136	LANG 1136: Spanish 3	4/13/2022
LERN 1520	LERN 1520: Advanced Data Analysis	3/9/2022
LERN 1540	LERN 1540: Intermediate Power BI	3/9/2022
LERN 1550	LERN 1550: Advanced Power BI	3/10/2022
LERN 1670	LERN 1670: Adobe InDesign Essentials	4/13/2022
MDRT 1103	MDRT 1103: MDRT Theory	11/1/2022
MUSI 1061	MUSI 1061: Preparatory Music (Summer)	6/9/2022
PDOG 1000	PDOG 1000: MS Word & Excel	3/2/2022
PDOG 1002	PDOG 1002: Payroll Fundamentals	3/2/2022
PDOG 1004	PDOG 1004: Kitchen Basics	3/2/2022
PDOG 2001	PDOG 2001: Employment Readiness at Work	3/2/2022
PDOG 2003	PDOG 2003: Ready2Work Intl.	3/2/2022
PRDN 1101	PRDN 1101: Production Landscape: Animation & VFX	6/1/2022
PRDN 1103	PRDN 1103: Project Management: Animation & VFX Production	6/1/2022
PRDN 1105	PRDN 1105: Communication and Leadership Skills: Animation & VFX Production	6/1/2022
PRDN 1107	PRDN 1107: Synthesis of Learning: Animation & VFX Production	6/1/2022
TRLN 1200	TRLN 1200: Developing a Culture of Trust	6/14/2022
TRLN 1201	TRLN 1201: Emotional Intelligence	6/14/2022
TRLN 1207	TRLN 1207: Leading Change in Teams	2/25/2022
TRLN 1209	TRLN 1209: Leading Change in Organization	2/25/2022
TRLN 1211	TRLN 1211: Leadership and Change Capstone	2/25/2022
WING 1103	WING 1103: CNG Technician Training	2/28/2022
WING 1103	WING 1103: CNG Technician Training	11/1/2022
WSOM 1501	WSOM 1501: WSET Level 1	2/27/2022



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Sign Language Interpretation Diploma Program Content Guide

### BACKGROUND:

The proposed Sign Language Interpretation Diploma is a full-time, two-year program with a full term of practicum. Graduates will be prepared to work as American Sign Language interpreters in a variety of settings.

Most recently, the only existing Sign Language Interpretation Diploma west of Toronto was delivered at Douglas College. This diploma was suspended by Douglas as of March 30, 2023, over concerns about the program's sustainability due to low enrolment. An ongoing conversation is taking place to transfer the program to VCC. This proposal aligns with the recommendations of both a 2009 Provincial Study and a 2017 Comprehensive Program Review that suggested a closer alignment between the Sign Language Interpretation Diploma program and VCC's existing ASL and Deaf Studies Certificate. Prior to suspension of Douglas' Sign Language Interpretation Diploma, around 80% of students accepted into that diploma were graduates of VCC's ASL and Deaf Studies Certificate.

In April 2023, VCC's Education Council and Board of Governors approved the credential. A Program Content Guide is now being proposed that will allow VCC to begin an admissions process with students, giving them a clearer picture of their options and allowing VCC to plan for an intake in September 2023.

### DISCUSSION:

The language for the Program Content Guide (PCG) is consistent with the curriculum used by Douglas College. Admissions language was adjusted to match VCC's registration process but maintains the screening and selection process that the program has historically used. The Program Learning Outcomes are the same; they are more detailed than typical for a VCC program but the current plan is to teach the program as is and once faculty members from Douglas College move to VCC, begin a larger revision process over the following few years with both the Sign Language Interpretation curriculum and VCC's ASL & Deaf Studies curriculum.

The PCG has not been sent to Curriculum Committee, and is being sent directly to Education Council, in order to get information to students as quickly as possible and alleviate their uncertainty. The courses are not yet ready, with only Course Names, Numbers and Credits currently set. The draft PCG has been sent to Curriculum Committee members for information and will go to the Committee with the courses, likely in June.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the program content guide for the Sign Language Interpretation Diploma.

**PREPARED BY:** Todd Rowlett, Chair of Curriculum Committee

**DATE:** May 2, 2023



# Program Change Request

## New Program Proposal

Date Submitted: 05/02/23 2:17 pm

Viewing: **Sign Language Interpretation Diploma**

Last edit: 05/09/23 10:03 am

Changes proposed by: trowlatt

### In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

### Approval Path

1. 05/03/23 1:18 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 05/03/23 4:35 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 05/08/23 3:34 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Program Name:	Sign Language Interpretation Diploma	
Credential Level:	Diploma	
Effective Date:	September 2023	
Effective Catalog Edition:	2021-2022 Academic Calendar	
School/Centre:	Arts & Sciences	
Department	Sign Language Studies (1951)	
Contact(s)		

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	/
Mari Klassen	mklassen@vcc.ca	/

## Program Content Guide

### Purpose

As Deaf individuals increasingly access education, career and community services, the demand for Sign Language Interpreters is growing across the country. If you are skilled in American Sign Language (ASL), the Diploma in Sign Language Interpretation will prepare you for a dynamic career in a rapidly expanding field.

You will learn how to facilitate communication between hearing people and Deaf or hard of hearing people in a variety of settings. Upon program completion you will be able to provide meaning-based interpretation, to communicate well in ASL and in spoken English, to understand and adhere to Deaf cultural norms when required, to act ethically, to work collaboratively with others, and to use appropriate business skills.

This sign language interpreter program emphasizes practical experience and community work, giving you many opportunities to practice what you are learning. You will complete three one-month practicum placements during your final term, where you will be mentored by professional interpreters in their work settings.

### Admission Requirements

Successful completion of ENGL 1100, or equivalent

Successful completion of the [ASL and Deaf Studies Certificate](#), or equivalent

Proficiency in American Sign Language (ASL) and English, and an understanding of the Deaf community, Deaf culture, and the field of Sign Language interpreting, as demonstrated during the screening and selection process

### Prior Learning Assessment & Recognition (PLAR)

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

### Program Duration & Maximum Time for Completion

The program is taught full-time over two years. The maximum time for completion is seven years.

### Program Learning

#### Outcomes

Graduates of the Program of Sign Language Interpretation will be able to demonstrate: Meaning-based Interpreting; Versatility in ASL; Versatility in English; Cultural Competence in Deafhood; Awareness of Self and Positionality; Professional Communication and Collaboration; Ethical Decision Making; and Commitment to Learning and Growth.

**Meaning-based Interpreting – The INTR graduate is able to:**

Apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others  
 Identify the goals of the setting and of each speaker/signer  
 Attend to the source message, screening out external distractions (e.g. auditory or visual noise) and internal distractions (e.g. fatigue or personal disagreement)  
 Analyze the source message, considering contextual, cultural, linguistic and paralinguistic factors  
 Identify content that is explicitly stated and/or implied as well as the intent and affective components  
 Drop source language form and construct meaning  
 Create a target language message, applying contextual, cultural, linguistic and paralinguistic features of the target language  
 Produce a target language message that conveys the constructed meaning and intent, maintaining the cohesiveness of the interpreted discourse  
 Monitor one's own interpreting performance and make corrections as needed  
 Use effective interaction management strategies such as deciding when/how to interject  
 Make appropriate decisions regarding the use of consecutive and/or simultaneous interpreting modes  
 Co-interpret effectively during teamed interpreting assignments  
 Adapt signed message output across the spectrum of ASL and Contact Sign Varieties in order to meet the linguistic needs of a variety of consumers  
 Critically analyze the effectiveness of interpretations by self and others  
 Demonstrate knowledge of interpretation theories and their implications for the work of interpreters

**Versatility in ASL – The INTR graduate is able to:**

Comprehend and fluently produce grammatically correct ASL discourse on a wide variety of topics and across the range of linguistic registers  
 Communicate comfortably in ASL with users of all ages  
 Communicate effectively in ASL in one-on-one exchanges, small interactive groups, and large audience settings  
 Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard of hearing, and Deaf-Blind people.

**Versatility in English – The INTR graduate is able to:**

Comprehend and fluently produce grammatically correct English discourse on a wide variety of topics and across the range of linguistic registers  
 Communicate comfortably in spoken English with users of all ages  
 Communicate effectively in English in one-on-one exchanges, small interactive groups, and large audience settings  
 Comprehend and produce written English at a college undergraduate level

**Cultural Competence in Deafhood – The INTR graduate is able to:**

Interact socially in the Deaf community, in a range of contexts and settings, appropriately adhering to norms for social interaction and exhibiting cultural sensitivity  
 Demonstrate respect for the values, history, traditions and goals of the Deaf community  
 Interact with individuals who are Deaf-Blind in culturally appropriate ways  
 Make appropriate decisions about one's own social interactions and language use when in a culturally mixed group of Deaf and non-Deaf people  
 Apply the value of reciprocity to interactions with the Deaf community  
 Apply a schema for Deaf-related local, regional, national and international organizations  
 Demonstrate respect for the diversity of identities, experiences and pathways into Deafhood

**Awareness of Self and Positionality – The INTR graduate is able to:**

Recognize one's own intersectionality, power, privilege and potential for bias  
 Apply a schema for the systemic effects of audism on Deaf people's access and inclusion  
 Exhibit developing allyship, working collectively in support of the Deaf community's goals  
 Use effective strategies for maintaining wellness and balance in one's own physical, mental, emotional and spiritual health  
 Use effective time management strategies  
 Recognize stress and implement effective strategies to manage it  
 Be aware of and respectful of one's own limitations and needs  
 Establish effective personal and professional support networks

**Professional Communication and Collaboration – The INTR graduate is able to:**

Use effective, respectful and timely interpersonal communication strategies  
 Be well prepared, reliable and on time  
 Seek out and utilize preparation resources for interpreting assignments  
 Present self with professional demeanour and attire appropriate for the setting  
 Understand power dynamics in professional relationships and work effectively within systems  
 Engage in constructive feedback discussions, pre/post-brief consultations, and shared analyses  
 Contribute positively to effective teamwork  
 Follow standards of practice related to negotiating fees and contracts, self-marketing, invoicing and accounting  
 Communicate effectively in standard written business English  
 Use social media in a judicious and responsible manner

**Ethical Decision Making – The INTR graduate is able to:**

Apply the values and guiding principles of the *Code of Ethics and Guidelines for Professional Conduct* of the [Westcoast Association of Visual Language Interpreters \(WAVLI\)](#) and [Canadian Association of Sign Language Interpreters \(CASLI\)](#)  
 Understand and uphold Occupational Title Protection and its purpose(s)  
 Apply effective decision-making processes consistent with theoretical models  
 Apply relevant laws, regulations and workplace policies to professional decisions  
 Think critically, act responsibly and be accountable when making decisions  
 Actively honour diversity and respect the autonomy of others  
 Act professionally in relationships with consumers, colleagues and others, maintaining appropriate boundaries  
 Articulate a personalized professional philosophy related to working as an interpreter  
 Demonstrate conscientiousness in managing the power inherent in the role of an interpreter

**Commitment to Learning and Growth – The INTR graduate is able to:**

Reflect regularly on one's own practice and professional development  
 Set practical goals for continuing to build interpreting skills and achieve higher credentials  
 Outline a personal plan for ongoing education and growth as a socially conscious interpreter  
 Seek learning opportunities and feedback from consumers, mentors and peers  
 Maintain membership in interpreting associations and contribute actively to the professional community of practice

This program provides high quality instruction, unique curriculum and varied learning activities. Key features of the program include Deaf community involvement and one full term of practicum. Students are required to complete volunteer hours, immersion activities in the Deaf community (for example, camps lasting several days) and supervised work placements.

Course topics in the program include interpreting theory and practice, advanced ASL, service learning, allyship and positionality, Deafhood, professional ethics and standards of practice, among others.

In summary, the interpreting program consists of the following:

Year One:

Fall term with full course load plus service learning in the community.

Winter term with full course load plus volunteer interpreting in the community.

Summer term (May & June) includes two courses plus continued community involvement.

Year Two:

Fall term with full course load plus volunteer interpreting in the community.

Winter/spring term (Jan to May) including three 4-week practicum placements.

Capstone week – submission of portfolio and demonstrations of readiness to graduate.

#### Evaluation of Student Learning

Students are evaluated on their performance on practical assignments, special projects, written assignments, oral presentations, and tests.

Before graduation, students will demonstrate the skills and readiness to enter the interpreting field by compiling a capstone portfolio showcasing their achievements.

During a capstone week at the end of the program, students will perform interpretations and presentations, and be assessed by members of the Deaf community, professional interpreters and program faculty.

Students must have a minimum cumulative grade point average of 'B plus' (3.33) upon completion of all program courses to graduate, and a minimum program term grade point average of 'B plus' (3.33) to advance into subsequent courses/terms in the program.

#### Recommended Characteristics of Students

Excellent interpersonal skills and ability to communicate assertively

Ability to mentally process information very quickly

Fluency and versatility in ASL and English (spoken and written)

Empathy and respect for people of diverse identities and experiences

Awareness of your positionality, power and privilege

Flexibility and adaptability

Self-care strategies for maintaining physical, mental and emotional health

Determination, perseverance and ability to follow through

#### Courses

<a href="#">INTR 2100</a>	Positionality in the Deaf Community	2.5
<a href="#">INTR 2120</a>	Foundations of Practice 1	3
<a href="#">INTR 2140</a>	Interpretation Theory and Practice 1: Translation	3
<a href="#">INTR 2150</a>	Deaf Community Service Learning 1	2.5
<a href="#">ASLD 2180</a>	American Sign Language Level 8	3
<a href="#">INTR 2210</a>	Ethics & Professional Decision Making	2.5
<a href="#">INTR 2220</a>	Foundations of Practice 2	2
<a href="#">INTR 2240</a>	Interpretation Theory and Practice 2	3
<a href="#">INTR 2250</a>	Deaf Community Service Learning 2	2.5
<a href="#">INTR 2260</a>	Deafhood: Pathways to Identity & Diversity	2.5
<a href="#">ASLD 2290</a>	American Sign Language Level 9	3
<a href="#">INTR 2340</a>	Interpretation Theory and Practice 3: Community	3
<a href="#">ASLD 2310</a>	American Sign Language Level 10	3
<a href="#">INTR 3110</a>	Self and Community of Practice	3
<a href="#">INTR 3120</a>	Sign Language Interpretation in Educational Settings	3
<a href="#">INTR 3140</a>	Interpretation Theory and Practice 4	5
<a href="#">INTR 3150</a>	Advanced American Sign Language for Interpreters	3
<a href="#">INTR 3210</a>	Sign Language Interpreting Practicum Readiness	1.5
<a href="#">INTR 3220</a>	Sign Language Interpreting Practicum 1	4.5
<a href="#">INTR 3230</a>	Sign Language Interpreting Practicum 2	4.5
Total Credits		60

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79	Minimum Progression Grade	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		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
<b>Course Standings</b>			
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.

VCC is taking over teaching this program from Douglas College. The curriculum is almost entirely as taught at Douglas, with adjustments made to function within VCC's systems (e.g. admission requirements). A more fulsome review of the diploma along with our one-year ASL & Deaf Studies certificate will begin within the next couple of years as program faculty join the college from Douglas.

This PCG is going through an accelerated approval process and going directly to EDCO with limited consultations in order to enable students to begin an admissions process. Additional review will happen in the next few months before a September 2023 launch.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Worked with Dawn Cunningham Hall from the RO to refine the PCG
Other Department(s)	Consulted with program faculty from Douglas to confirm current practices

### Additional Information

Provide any additional information if necessary.

Supporting documentation:

### Marketing Information

*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:

Marketing Description



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE:** New courses: Basic Education Math Levels 1 through 5

### BACKGROUND:

The Basic Education department is proposing ten new courses that cover Level 1 through 5 of their Math offerings. Basic Education teaches math from a beginner level to pre-Grade 10. Historically, students have been asked to complete the equivalent of 1.5 years of math education in the K-12 system in one three-month course. Prior to changes in College policy several years ago, students would typically receive IP "In Progress" grades several times as they re-took the course to finish the materials. Due to problems with financial aid and progression requirements, the College limited the number of repeats to two, with a third possible with Dean's approval. Therefore, splitting the existing courses will make the workload much more realistic and better demonstrate student progression.

Basic Education recently finished their program renewal, and splitting their math courses into two parts was a strong recommendation from that process. Education Council approved two Level 6 math courses at its last meeting.

### DISCUSSION:

Shantel Ivits, Department Head of Basic Education, presented the proposal. The committee had no significant questions, as it had reviewed the Level 6 courses at its previous meeting as well.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, ten new courses: MATH 0610, MATH 0615, MATH 0620, MATH 0625, MATH 0630, MATH 0635, MATH 0640, MATH 0645, MATH 0650, and MATH 0655.

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

**DATE:** April 26, 2023

# Course Change Request

## New Course Proposal

Date Submitted: 04/18/23 4:57 pm

Viewing: **MATH 0610 : Fundamentals of Mathematics 1A**

Last edit: 04/18/23 4:57 pm

Changes proposed by: drabadzija

Course Name:

Fundamentals of Mathematics 1A

Effective Date: January 2024

School/Centre: Arts & Sciences

Department: Basic Education (2005)

Contact(s)

### In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 04/18/23 5:08 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 04/19/23 8:03 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:43 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course Name: Fundamentals of Mathematics 1A

Subject Code: MATH - Mathematics

Course Number: 0610

Year of Study: Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0610 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with whole numbers up to 100. Topics include number sense and addition. This level is the first of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0610 and 0615 meet the required outcomes for ALF Mathematics Level 1 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify place value to 100
CLO #2	Round whole numbers to the nearest 10, 100, and 1000
CLO #3	Order whole numbers to 100
CLO #4	Add 2-digit numbers without carrying
CLO #5	Translate a 1-step addition word problem into a mathematical expression
CLO #6	Show mathematical ideas using objects, pictures, and symbols
CLO #7	Use mathematical vocabulary to communicate concepts

## Instructional

## Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following quizzes:</p> <p>Unit 1: Number Sense Quiz Unit 2: Addition Quiz</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:



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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Number sense: Counting, place value, ordering numerals, and rounding numbers

Addition up to 100: Vertical and horizontal formats of addition, word problems, perimeter, and estimating

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

Adult Literacy Fundamentals - Mathematics: Book 1A

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

Basic Education is splitting our courses into two parts. One level of Basic Education Math is equivalent to 1.5 grade levels in the K-12 system. This means Basic Ed students are currently expected to complete 1.5 years of math material in 3 months. This set up worked fine when students could take multiple terms to complete the material, but under recent college policy changes, students who need more than one term are stigmatized in that they need permission from the Department Head and Dean to re-register. They may also have their AUG funding cut off after

two terms. Since the levels were never designed to be completed in one term, we are splitting the levels into two courses to set more reasonable expectations around completion.

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

No.

Consultations

Consulted Areas	Consultation Comments
Other	Recommended by Program Renewal Steering Committee and supported by External Reviewers
Faculty/Department	Basic Education faculty developed the outlines collaboratively.
Registrar's Office	Consulted about course numbers and agreed to timeline.
Financial Aid	Shared for information. Courses will be AUG-funded.
Learning Centre	Shared for information.
Other Department(s)	Informed College & Career Access and College Foundations, as our students transition into these departments from Level 6.

### Additional Information

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Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

### Marketing Information

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

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

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:50 pm

Viewing: **MATH 0615 : Fundamentals of Mathematics 1B**

Last edit: 04/11/23 10:35 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 1B

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course  
Name:

Fundamentals of Mathematics 1B

Subject Code:

MATH - Mathematics

Course Number

0615

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0615 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with whole numbers up to 100. Topics include subtraction, shapes, and time. This level is the first of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0610 and 0615 meet the required outcomes for ALF Mathematics Level 1 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Subtract 2-digit numbers without borrowing
CLO #2	Identify value of Canadian money
CLO #3	Translate a 1-step subtraction word problem into a mathematical expression
CLO #4	Identify regular shapes: rectangle, square, triangle, and circle
CLO #5	Recognize common base time units (seconds, minutes, hours, etc.)
CLO #6	Show mathematical ideas using objects, pictures, and symbols

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

CLO #7 Use mathematical vocabulary to communicate concepts

Instructional

Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 3: Subtraction Quiz Unit 4: Estimating, Time &amp; Shapes Quiz Level 1 Final Exam</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3: 156

#### Course Topics

##### **Course Topics:**

Subtraction up to 100: Vertical and horizontal formats of subtraction, word problems, and estimating

Shapes: Circle, triangle, rectangle, and square

Time: Hours, minutes, seconds; AM and PM; estimating and rounding time

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

Adult Literacy Fundamentals - Mathematics: Book 1B

## **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

MATH 0610: Fundamentals of Mathematics 1A

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:51 pm

Viewing: **MATH 0620 : Fundamentals of Mathematics 2A**

Last edit: 04/11/23 10:35 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 2A

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course  
Name:

Fundamentals of Mathematics 2A

Subject Code:

MATH - Mathematics

Course Number

0620

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0620 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with whole numbers up to 1,000,000. Topics include number sense, addition, and subtraction. This level is the second of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0620 and 0625 meet the required outcomes for ALF Mathematics Level 2 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Add numbers in the millions with carrying
CLO #2	Subtract numbers in the millions with borrowing
CLO #3	Identify place value to 1,000,000
CLO #4	Round whole numbers up to 1,000,000
CLO #5	Read, write and compare whole numbers to 1,000,000 in digits and words
CLO #6	Solve 1-step addition and subtraction word problems



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

CLO #7	Show mathematical ideas using objects, pictures and symbols
CLO #8	Use mathematical vocabulary and language to communicate concepts

Instructional

Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 1: Number Sense Quiz Unit 2: Addition Quiz Unit 3: Subtraction Quiz</p>

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Self-Paced

Hours in Category 3: 156

#### Course Topics

##### Course Topics:

Number Sense: Place value, expanded form, ordering numerals, rounding numbers up to 1,000,000

Addition: Addition with and without carrying, estimating answers in addition

Subtraction: Subtraction with borrowing, estimating answers in subtraction

Problem-Solving: Addition problems, subtraction problems, mixed addition and subtraction problems, two-operation questions and problems

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

Adult Literacy Fundamentals - Mathematics: Book 2A

## Rationale and Consultations

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:51 pm

Viewing: **MATH 0625 : Fundamentals of Mathematics 2B**

Last edit: 04/18/23 4:34 pm

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 2B

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course  
Name:

Fundamentals of Mathematics 2B

Subject Code:

MATH - Mathematics

Course Number

0625

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0625 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with whole numbers up to 1,000,000. Topics include multiplication facts, making change, time, and perimeter. This course is the second of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0620 and 0625 meet the required outcomes for ALF Mathematics Level 2 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Add and subtract money up to \$2
CLO #2	Solve 1-step multiplication word problems
CLO #3	Convert, add and subtract time units
CLO #4	Show mathematical ideas using objects, pictures and symbols
CLO #5	Use mathematical vocabulary and language to communicate concepts

Instructional

Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 4: Multiplication Quiz Unit 5: Change, Time &amp; Perimeter Quiz Level 2 Final Exam</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Multiplication: Multiplication facts to 12; multiplying by 10, 100, and 1000; word problems; area

Making Change

Time: Telling time, converting between 12- and 24-hour clock time, adding and subtracting units of time

Perimeter of squares and rectangles

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

Adult Literacy Fundamentals - Mathematics: Book 2B

## 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

MATH 0610: Fundamentals of Mathematics 1A

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:52 pm

Viewing: **MATH 0630 : Fundamentals of Mathematics 3A**

Last edit: 04/11/23 10:36 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 3A

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course  
Name:

Fundamentals of Mathematics 3A

Subject Code:

MATH - Mathematics

Course Number

0630

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0630 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with whole numbers up to 1,000,000. Topics include number sense, multiplication, and division. This course is the third of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0630 and Math 0635 meet the required outcomes for ALF Mathematics Level 3 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Solve multiplication problems with carrying
CLO #2	Solve division problems with and without a remainder
CLO #3	Divide and multiply whole numbers by 10's, 100's, and 1000's
CLO #4	Demonstrate division by regrouping
CLO #5	Solve multi-step multiplication and division word problems reflecting real life situations
CLO #6	Use mathematical vocabulary and language to communicate concepts



Instructional

Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 2: Multiplication Quiz Unit 3: Division Quiz</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Multiplication: Multiplying multi-digit numbers; multiplying by 10, 100, and 1000; estimating products; multiplication word problems

Division: Division facts, divisibility, dividing by 1, 2 and 3 digit divisors; dividing by 10, 100, and 1000; estimating quotients; division word problems

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

Adult Literacy Fundamentals - Mathematics: Book 3A

## 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

MATH 0610: Fundamentals of Mathematics 1A

Provid

## Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:53 pm

Viewing: **MATH 0635 : Fundamentals of Mathematics 3B**

Last edit: 04/11/23 10:36 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 3B

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7030

Banner Course  
Name:

Fundamentals of Mathematics 3B

Subject Code:

MATH - Mathematics

Course Number

0635

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0635 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with whole numbers up to 1,000,000. Topics include change, time, and the metric system. This course is the third of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0630 and 0635 meet the required outcomes for ALF Mathematics Level 3 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Recognize basic metric units for measuring length, capacity, and mass
CLO #2	Calculate the area and perimeter of rectangles and squares
CLO #3	Make change up to \$100
CLO #4	Use mathematical vocabulary and language to communicate concepts

**Instructional****Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 4: Change, Time &amp; The Metric System Quiz</p> <p>Level 3 Final Exam</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Making Change

Time: Adding and subtracting units of time

Metric System: Length, capacity, mass, metric prefixes, area of rectangles and squares

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

Adult Literacy Fundamentals - Mathematics: Book 3B

## 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

MATH 0610: Fundamentals of Mathematics 1A

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:53 pm

Viewing: **MATH 0640 : Fundamentals of Mathematics 4A**

Last edit: 04/11/23 10:36 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 4A

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course  
Name:

Fundamentals of Mathematics 4A

Subject Code:

MATH - Mathematics

Course Number

0640

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0640 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with decimal fractions. Topics include number sense, addition, subtraction, and multiplication with decimal fractions. This course is the fourth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0640 and 0645 meet the required outcomes for ALF Mathematics Level 4 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Add, subtract, and multiply decimal fractions
CLO #2	Identify place value to 10 000ths
CLO #3	Round decimal numbers to a given place value
CLO #4	Order decimal numbers
CLO #5	Evaluate multi-step decimal expressions
CLO #6	Solve word problems with decimal fractions



Instructional

Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 1: Working with Decimals Quiz Unit 2: Adding &amp; Subtracting Decimals Quiz Unit 3: Multiplying Decimals Quiz</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Individual Learning  
Self-Paced

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Number sense: Reading and writing decimals, comparing decimals, ordering decimals, and rounding decimal fractions

Addition and subtraction with decimal fractions (including bookkeeping)

Multiplication with decimal fractions

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

Adult Literacy Fundamentals - Mathematics: Book 4A

## 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

MATH 0610: Fundamentals of Mathematics 1A

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:53 pm

Viewing: **MATH 0645 : Fundamentals of Mathematics 4B**

Last edit: 04/11/23 10:36 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 4B

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course  
Name:

Fundamentals of Mathematics 4B

Subject Code:

MATH - Mathematics

Course Number

0645

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0645 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with decimal fractions. Topics include division with decimal fractions and converting measurements in the metric system. This course is the fourth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0640 and 0645 meet the required outcomes for ALF Mathematics Level 4 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Details of PLAR:****Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Divide decimal fractions
CLO #2	Evaluate multi-step decimal expressions
CLO #3	Solve division word problems with decimal fractions
CLO #4	Convert measurements within the metric system

**Instructional****Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 4: Dividing Decimals Quiz Unit 5: Using Decimals in Real Life Quiz Unit 6: Measurement Quiz Level 4 Final Exam</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Division with decimal fractions (including unit pricing)

Measurement: Measuring length, mass, and volume; prefixes in the metric system; and converting measurements in the metric system

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

Adult Literacy Fundamentals - Mathematics: Book 4B

## Rationale and Consultations

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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

MATH 0610: Fundamentals of Mathematics 1A

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:54 pm

Viewing: **MATH 0650 : Fundamentals of Mathematics 5A**

Last edit: 04/11/23 10:36 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 5A

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:44 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course  
Name:

Fundamentals of Mathematics 5A

Subject Code:

MATH - Mathematics

Course Number

0650

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0650 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with common fractions. Topics include proper and improper fractions, mixed numbers, equivalent fractions, multiplying fractions, and dividing fractions. This course is the fifth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0650 and 0655 meet the required outcomes for ALF Mathematics Level 5 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Use mathematical vocabulary and language to communicate the concept of fractions
CLO #2	Reduce fractions
CLO #3	Convert between improper fractions and mixed numbers
CLO #4	Identify equivalent fractions
CLO #5	Multiply and divide fractions
CLO #6	Solve word problems by multiplying and dividing fractions



Instructional

Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 1: Common Fractions Quiz Unit 2: Equivalent Fractions Quiz Unit 3: Multiplying &amp; Dividing Fractions Quiz</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3: 156

### Course Topics

#### Course Topics:

Proper fractions, improper fractions, mixed numbers, and equivalent fractions

Multiplying and dividing fractions

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

Adult Literacy Fundamentals - Mathematics: Book 5A

## 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

MATH 0610: Fundamentals of Mathematics 1A

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 03/10/23 4:55 pm

Viewing: **MATH 0655 : Fundamentals of Mathematics 5B**

Last edit: 03/29/23 10:27 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 5B

Effective Date:

January 2024

School/Centre:

Arts & Sciences

Department:

Basic Education (2005)

Contact(s)

### In Workflow

1. 2005 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 03/10/23 4:57 pm  
Shantel Ivits (sivits):  
Approved for 2005  
Leader
2. 03/17/23 11:56 am  
Mark Chiarello  
(mchiarello):  
Approved for SAS  
Dean
3. 04/26/23 11:45 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course  
Name:

Fundamentals of Mathematics 5B

Subject Code:

MATH - Mathematics

Course Number

0655

Year of Study

Below Grade 10 Equivalency

Bridge College Code AB

Bridge Billing Hours 0-9

Bridge Course Level 11

**Course Description:**

MATH 0655 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with common fractions. Topics include adding and subtracting fractions and comparing common fractions to decimal fractions. This course is the fifth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0650 and 0655 meet the required outcomes for ALF Mathematics Level 5 in the BC ABE Articulation Handbook 2022/2023 Edition: <https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf>

**Course Pre-Requisites (if applicable):**

Department approval required.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Use mathematical vocabulary and language to communicate the concept of fractions
CLO #2	Recognize the relationship between fractions and decimals
CLO #3	Add and subtract fractions
CLO #4	Solve word problems by adding and subtracting fractions

**Instructional****Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	<p>In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill.</p> <p>Students will demonstrate mastery of the material by achieving at least 68% on the following tests:</p> <p>Unit 4: Adding &amp; Subtracting Common Fractions Quiz Unit 5: Common Fractions &amp; Decimals Quiz Level 5 Final Exam</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 156

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3: 156

Course Topics

### Course Topics:

Adding and subtracting fractions

Comparing common fractions and decimal fractions

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

Adult Literacy Fundamentals - Mathematics: Book 5B

## 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

MATH 0610: Fundamentals of Mathematics 1A

## Additional Information

---

Provide any additional information if necessary.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE** Revisions to Graphic Design Diploma

### BACKGROUND:

The Digital Media Department is proposing updates to the Graphic Design Diploma to add learning outcomes at the program and course level. These outcomes focus on students gaining the ability to critically analyze design solutions understanding their own values and biases, the impact of broader cultural, social and economic systems, and the influence of diversity, equity and inclusion. Adding these outcomes was planned as part of the revision to the diploma in 2021 but adding more explicit outcomes was missed as part of that renewal.

### DISCUSSION:

Sigrid Albert, Department Leader of Digital Media Design, presented the proposal. With the curriculum open for revisions, adjustments were also added to the Prior Learning Assessment and Recognition section, making PLAR available for most of the courses.

In addition, the Registrar's Office of Transfer Credit has recommended that the second-year courses have at least one first-year course as a pre-requisite. Increasingly, universities seem to be questioning second-year level courses that do not include a pre-requisite from the first year. Because this program is a cohort-based offering with a pre-scheduled order of courses, it has not had pre-requisites to simplify matters for the Registrar's Office; the program itself is sequential and builds skills throughout.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the Graphic Design Diploma and revisions to eight (8) courses.

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

**DATE:** April 26, 2023

# Program Change Request

Date Submitted: 04/12/23 1:30 pm

Viewing: **Graphic Design Diploma**

Last approved: 03/22/23 8:07 pm

Last edit: 04/26/23 12:34 pm

Changes proposed by: drabadzija

Catalog Pages Using  
this Program  
[Graphic Design Diploma](#)

Program Name:

Graphic Design Diploma

Credential Level: Diploma

Effective Date: ~~September~~ **January** 2023

Effective Catalog Edition: 2023-2024 Academic Calendar

Edition:

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. EDCO Chair
6. Education Council

## Approval Path

1. 04/12/23 10:21 pm  
Sigrid Albert  
(salbert): Approved for 4430 Leader
2. 04/18/23 2:19 pm  
Lucy Griffith  
(lgriffith): Approved for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee

## History

1. Dec 20, 2017 by  
clmig-jwehrheim
2. Jun 26, 2019 by  
Nicole Degagne  
(ndegagne)
3. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
4. Jan 16, 2020 by  
Darija Rabadzija  
(drabadzija)



5. Mar 11, 2020 by  
Anne Emberline  
(aemberline)
6. May 21, 2021 by  
Anne Emberline  
(aemberline)
7. Jan 24, 2023 by  
Todd Rowlatt  
(trowlatt)
8. Mar 8, 2023 by  
Darija Rabadzija  
(drabadzija)
9. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-443-8516

## Program Content Guide

---

### Purpose

The goal of this program is to prepare students for a creative career in the graphic design industry. Since the program focuses on practical hands-on creative skills for a variety of media, students are well poised to do design work in web, print, or UI/UX design. The training prepares students for many types of design contexts, including in-house corporate design teams, self-employed or independent freelance design projects, and dedicated creative agencies. In addition to technical and creative skills, students will also learn the important professional skills they need to succeed in this competitive industry. Students will learn communication, collaboration, and management skills by running design projects with real-world clients in the program's client studio. They will also learn important personal management and professional development skills through self-reflective independent projects that encourage students to take a lifelong learning approach to design. Additionally, students gain an important perspective on the world of design, as well as excellent professional connections, through a 120-hour industry practicum completed at the end of the program.

Applications are accepted on a continuous basis throughout the year, and students are admitted on a competitive selection basis. Applicants can apply to meet either the Standard Admission Requirements or the Advanced Admission Requirements for the program.

## A) Standard Admission Requirements (Year 1)

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English 12 with a minimum 'C' grade or [English Language Proficiency](#) at the English 12 'C' level or equivalent

Interview with Selection Committee

Prior to the interview students are required to provide:

Personal portfolio\*

Resumé and letter of intent (250-500 words) clearly listing reasons for pursuing the diploma\*

## B) Advanced Admission Requirements (Year 2)

---

Completion of a graphic design certificate program equivalent to the first year of the program, from a recognized institution as determined by the department. If necessary, additional first-year courses as determined by the department.

Interview with Selection Committee

Prior to the interview students are required to provide:

Professional portfolio\*

Resumé and letter of intent (250-500 words), clearly listing reasons for pursuing the diploma\*

Three references from people who have worked with the applicant in a relevant professional or academic environment

\*For more information on application submissions, please [see the Submission Guidelines](#)

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

PLAR is available for all required courses in the program, except:

VCDP 2455 Studio: Special Topics

VCDP 2465 Studio: Specialization

VCDP 2490 Portfolio

VCDP 2500 Practicum

Students may complete up to 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates. Methods for assessing prior learning may include interviews, exams, portfolios, projects, assignments, or interviews, and other evaluations. Please see contact the course outlines Department for details. details.

If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

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

#### Program Duration & Maximum Time for Completion

This full-time program is two years in length and the part-time program is four years in length. The maximum time for completion is five years.

For students who enter through Advanced Admissions Requirements (Year 2), the maximum time for completion is three years.

#### Program Learning

##### Outcomes

	<b>Upon successful completion of this program, graduates will be able to:</b>
PLO #1	Use design-thinking strategies and the creative process to solve a wide variety of problems faced by designers
PLO #2	Predict industry trends and create up-to-date designs for a variety of media using current technologies
PLO #3	Develop an effective design concept and strategy using market research, client consultation, and creative thinking
PLO #4	Develop and maintain a professional graphic design portfolio and a personal self-promotion or career plan to support professional growth or the pursuit of further studies
PLO #5	Use self-directed learning strategies and reflective practice to continue the lifelong learning of design
PLO #6	Use an understanding of ethics and business standards to make professional decisions in research and design
PLO #7	Use high-level technical design skills to prepare properly constructed and formatted design files

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

PLO #8	Incorporate knowledge of design history, colour theory, typography, composition, brand strategy, and UI/UX design into design decisions
PLO #9	Use an understanding of business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams
PLO #10	Conceptualize, plan, and implement design solutions that meet client expectations and appeal to target audiences
<u>PLO #11</u>	<u>Critically analyze design solutions for the values they support and potential biases, as well as their impact on larger cultural, social, and economic systems</u>
<u>PLO #12</u>	<u>Discuss how design can influence diversity, equity, and inclusion</u>

### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The Graphic Design Diploma program is designed to provide contextual learning experiences that mimic the real-world graphic design industry. The creative, hands-on courses are designed to introduce students to relevant theories and then immediately plunge them into practical work that relates to those theories while allowing students to also develop critical technical skills. Students learn through a combination of instructional activities including lectures, practical labs, demonstrations, guest lectures, work-integrated learning, collaborative client projects, self-directed projects, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning.

The Digital Graphic Design lab, located at the Downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class.

#### Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each section.

Students must maintain a minimum grade of 'C' (2.00) in each course to progress in the program, or must receive Department permission to continue.

A minimum grade of 'C' (2.00) is required in each course for students to successfully complete the program and graduate.

## Recommended Characteristics of Students

Ability to work well in a fast-paced, deadline-driven environment  
 Ability to work effectively in a team and independently with confidence  
 Customer service-oriented outlook and ability to work well with a wide variety of people  
 Ability to give and receive feedback  
 Motivation, curiosity, and research-orientation  
 Excellent oral and written communication skills  
 Ability to spend full days doing computer-based work  
 Basic understanding of Mac computers (strongly recommended)

## Courses

Term structure and course sequencing based on full-time option. Part-time option will follow a different term structure of approximately half the credits per term of the full-time offering.

Course sequence may change subject to department scheduling.

### Plan of Study Grid

First Year	Credits
<a href="#"><u>VCDP 1110</u></a> Design Foundation	3
<a href="#"><u>VCDP 1111</u></a> Technical Foundation	3
<a href="#"><u>VCDP 1130</u></a> Typography	3
<a href="#"><u>VCDP 1120</u></a> Digital Image 1	3
<a href="#"><u>VCDP 1121</u></a> Photography	3
<a href="#"><u>VCDP 1140</u></a> Composition 1	3
<a href="#"><u>VCDP 1133</u></a> Design Thinking	3
<a href="#"><u>VCDP 1250</u></a> Brand Identity 1	3
<a href="#"><u>VCDP 1270</u></a> Web Design	3
<a href="#"><u>VCDP 1132</u></a> Writing for Designers 1	3
<a href="#"><u>VCDP 1271</u></a> Web Development 1	3
<a href="#"><u>VCDP 1242</u></a> Composition 2	3
<a href="#"><u>VCDP 1251</u></a> Print Production	3
<a href="#"><u>VCDP 1260</u></a> Brand Identity 2	3
<a href="#"><u>VCDP 1280</u></a> UI/UX Design	3
<a href="#"><u>VCDP 1253</u></a> Video Production	3
<a href="#"><u>VCDP 1283</u></a> Wordpress 1	3
<a href="#"><u>VCDP 1292</u></a> Guided Design Exploration	3
<a href="#"><u>VCDP 1293</u></a> Mini-Portfolio	2
Credits	56
Second Year	
<a href="#"><u>VCDP 2350</u></a> UI/UX Strategy	3
<a href="#"><u>VCDP 2312</u></a> Digital Image 2	3
<a href="#"><u>VCDP 2460</u></a> Web Development 2	3

<a href="#"><u>VCDP 2325</u></a> Studio: Fundamentals	5
<a href="#"><u>VCDP 2440</u></a> Wordpress 2	3
<a href="#"><u>VCDP 2320</u></a> Advertising and Art Direction	3
<a href="#"><u>VCDP 2455</u></a> Studio 2: Special Topics	5
<a href="#"><u>VCDP 2480</u></a> Online Marketing	3
<a href="#"><u>VCDP 2445</u></a> Video Production 2	3
<a href="#"><u>VCDP 2465</u></a> Studio 3: Specialization	5
<a href="#"><u>VCDP 2470</u></a> Packaging Design	3
<a href="#"><u>VCDP 2341</u></a> Writing for Designers 2	3
<a href="#"><u>VCDP 2490</u></a> Portfolio	3
<a href="#"><u>VCDP 2430</u></a> Editorial Design	3
<a href="#"><u>VCDP 2495</u></a> Collaborative Capstone	3
<a href="#"><u>VCDP 2500</u></a> Practicum	4.5
Credits	55.5
Total Credits	111.5

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

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course Standings</b>			
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.  
added learning outcomes

Are there any  
expected costs to  
this proposal.

Consultations

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:    Domestic  
   International

Marketing Description

Learn advanced design tools, theory, and processes used in graphic design for print and web while working directly with public clients in a mentored studio setting.



# Course Change Request

Date Submitted: 04/11/23 12:20 pm

Viewing: **VCDP 1250 : Brand Identity 1**

Last approved: 06/12/20 5:08 am

Last edit: 04/11/23 12:20 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

Brand Identity 1

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:40 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jul 14, 2018 by  
cdeans
2. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> <del>Anne Emberline</del>	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> =	<a href="tel:604-443-8516">604-443-8516</a> =

Banner Course Name:	Brand Identity 1
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1250
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

Brand identity design is one of the most important disciplines for designers. This creative and dynamic course will give students a robust introduction to the brand identity design process, from research, planning and strategy to design implementation and final file preparation. Students will develop an understanding of the different components of a brand identity by way of a series of brand case studies and will then explore creative approaches to building a brand identity. Each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, and style guidelines. Technical skills will also be developed with the use of Adobe Creative Cloud software throughout various in-class assignments and projects.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes No

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Use market research skills to identify a brand's target audience
CLO #2	Develop a brand strategy through research, client consultation, and design thinking
CLO #3	Identify logo types and describe the design principles that make a logo design successful
CLO #4	Use industry-standard design software to design clean, well-crafted logos and brand assets
<del>CLO #5</del>	<del>Conceptualize and develop a consistent brand identity system</del>
<del>CLO #6</del>	<del>Apply consistent visual language that articulates a brand message</del>
<u>CLO #5</u>	<u>Conceptualize and develop a brand identity system that communicates a brand message using consistent visual language</u>
CLO #6 <del>#7</del>	Prepare final logo files in various formats to be delivered to a client
<u>CLO #7</u>	<u>Discuss the cultural influence of branding and the related ethical concerns designers should consider</u>

## Instructional

## Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C

Passing grade:

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

Brand identity development, theory, strategy, and history

Logo design principles and processes

Brand identity case studies

Brand identity design terminology and principles

Brand identity systems and style guides

Target audiences and market research

Collateral material and brand identity design applications

**Course Topics:**

Logo file preparation

Creative briefs

The cultural influence of brandingThe ethics of branding

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

Changes to several courses including to learning outcomes and topics. Courses also have PLAR option.

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

Consultations

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 04/11/23 12:26 pm

Viewing: **VCDP 1251 : Print Production**

Last approved: 06/12/20 5:08 am

Last edit: 04/11/23 12:26 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:  
Print Production

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:40 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jul 14, 2018 by  
cdeans
2. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> <a href="#">Anne Emberline</a>	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> =	<a href="tel:604-443-8516">604-443-8516</a> =

Banner Course Name:	Print Production
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1251
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

Students will explore the life cycle of a print job while using industry-standard design software like InDesign and Acrobat Professional to setup print projects. Students will learn print terminology, classifications of paper, printing methods, and print management, with a focus on understanding how print concerns can affect layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for output to a printer.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes No

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	Describe the print production process
CLO #2	Distinguish between classifications of paper and how they are used
CLO #3	Identify limitations in various print production techniques
CLO #4	Prepare design files for printing using proper colour mode, resolution, bleed, file type, and format
<u>CLO #5</u>	<u>Discuss environmental concerns related to print and packaging</u>

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 54



### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

Print production and preflight process

Colour separations

Colour management and ICC profiles

~~Trim and bleed considerations~~

~~Differences and implications between PDF/X standards~~

Classifications of paper

Job estimates and specifications

Print file setup: colour mode, resolution, bleed, file type, format

Printing images

Overprint preview

Editorial design

Packaging design

Sustainability and environmental concerns related to printing and packaging

# Course Change Request

Date Submitted: 04/11/23 12:28 pm

Viewing: **VCDP 1253 : Video Production 1**

Last approved: 06/12/20 5:09 am

Last edit: 04/25/23 10:13 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

Video Production 1

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:40 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> <a href="#">Anne Emberline</a>	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> <a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a>	<a href="tel:604-443-8516">604-443-8516</a> <a href="tel:604-443-8535">8535</a>

Banner Course      Video Production 1  
Name:

Subject Code:	VCDP - Graphic Design Diploma
Course Number	1253
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

In this course, students will be introduced to basic video production, from planning and storyboarding through to final editing. Students will shoot their own video footage and create their own graphic assets and then use professional video-editing software to create final videos that can be exported for use on various platforms. Projects will explore technical video production topics like lighting, sound, white balance, colour and exposure, transitions, title screens, timing, and export settings.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes No

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Create a storyboard for a video project, considering the desired message and aesthetic
CLO #2	Describe the key characteristics of a well-produced video

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

CLO #3	Light and shoot basic video footage
CLO #4	Use professional video-editing software to edit together footage and graphic assets and export a final video for use on various platforms
CLO #5	Make colour and exposure corrections and other basic adjustments to video footage
<u>CLO #6</u>	<u>Discuss the cultural influence of video and the related ethical concerns designers should consider</u>

### Instructional

#### Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

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

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

Video production

Planning and storyboarding

Video editing software and techniques

Shooting video

Creating graphic assets for video

Lighting

White balance

Transitions

Title screens

Basic adjustments

Export settings

[The cultural influence of video](#)

# Course Change Request

Date Submitted: 04/11/23 12:26 pm

Viewing: **VCDP 1260 : Brand Identity 2**

Last approved: 06/12/20 5:08 am

Last edit: 04/11/23 12:26 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

Brand Identity 2

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:40 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jul 14, 2018 by  
cdeans
2. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> <del>Anne Emberline</del>	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> =	<a href="tel:604-443-8516">604-443-8516</a> =

Banner Course Name:	Brand Identity 2
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1260
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

Students in this course will develop analytical, strategic, and creative thinking skills in the analysis and design of corporate brand identities. Students will develop a deeper understanding of the different components of a brand identity by conceptualizing an overarching message, designing an accompanying visual identity, and then developing visual materials that effectively communicate the brand's message across a variety of different media. Students will create several different types of collateral material, which may include multi-page documents, digital graphics, social media content, or print designs.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	Create brand assets across a variety of different media, both print and digital
CLO #2	Integrate concept, content, and form into a consistent set of designs
CLO #3	Apply visual language to create and communicate a corporate brand message
CLO #4	Apply compositional principles and organizational strategies to a layout
CLO #5	Create a comprehensive brand style guide with guidelines for colour, type, image, and voice
CLO #6	Describe the essence of a brand in expressive and succinct language
<u>CLO #7</u>	<u>Use design research to inform branding design decisions</u>
<u>CLO #8</u>	<u>Analyze brands to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts</u>

### Instructional

#### Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

---



To complete this section:

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

Multipage booklets with InDesign

InDesign master pages and typographic styles

Corporate brand messaging

Layout principles for different media

Brand touchpoints and systems

[Using research in the brand design process](#)

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

# Course Change Request

Date Submitted: 04/11/23 12:22 pm

Viewing: **VCDP 1271 : Web Development 1**

Last approved: 06/12/20 5:08 am

Last edit: 04/11/23 12:22 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

Web Development 1

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:40 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jul 14, 2018 by  
cdeans
2. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> <a href="#">Anne Emberline</a>	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> =	<a href="tel:604-443-8516">604-443-8516</a> =

Banner Course Name:	Web Development 1
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1271
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

This course introduces students to the basic technologies of front-end web development and guides them through hand-coding various layouts for the web. Students will learn about the technical setup of domain names and web hosting accounts while creating custom websites with HTML5 and CSS3 using standard and up-to-date best practices. Explorations with web code will centre around responsive page layout and grid structure, basic animations, patterns and images. Students will upload their projects to a live web server via FTP software.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes No

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	Create basic responsive web pages from scratch using HTML5 and CSS3
CLO #2	Build a clean layout using a CSS-based grid system or framework
CLO #3	Select correct file types for images on the web and optimize both pixel resolution and file size
CLO #4	Use FTP software to successfully upload a simple hand-coded website to a live server
CLO #5	Use independent research to discover current techniques and find solutions to problems
CLO #6	Create and setup a coding environment with proper file paths and naming conventions
CLO #7	Properly document code files via commenting
<u>CLO #8</u>	<u>Identify core strategies for accessibility in web development</u>

### Instructional

#### Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

Domain names and web hosting

HTML fundamentals: elements, tags, attributes, nesting, structure

CSS3 fundamentals: stylesheets, selectors, inheritance, cascade order

CSS3 layout: box model, positioning, navigation, layout techniques

CSS3 styling: typography, images, backgrounds, patterns, borders, transitions, transforms, hovers

File structure, linking, and FTP

Proper formatting and syntax for HTML5 and CSS3

Image optimization and file types

Responsive techniques

**Course Topics:**

Code editor setups

Accessibility

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

VCDP 1250

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

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# Course Change Request

Date Submitted: 04/11/23 12:27 pm

Viewing: **VCDP 1280 : UI/UX Design 1**

Last approved: 06/12/20 5:08 am

Last edit: 04/25/23 10:16 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

UI/UX Design 1

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:41 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jul 14, 2018 by  
cdeans
2. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> <del>Anne Emberline</del>	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> =	<a href="tel:604-443-8516">604-443-8516</a> =

Banner Course Name:	UI/UX Design †
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1280
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

This course will give students a strong foundational understanding of the user interface (UI) and user experience (UX) design principles designers need to create intuitive and effective websites and apps. Students will gain an understanding of user research and user-centred design approaches and will learn how to use common user-interface elements in designing custom interactive functionalities. Students will improve their skill in problem-solving and will learn to think in systems while working on complex design projects.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

#### Course Learning

#### Outcomes (CLO):



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

CLO #1	Design complex user experiences based on the specific needs of a project and its user group
CLO #2	Create wireframes, mockups, prototypes, and style guides that can be given to clients or developers to communicate plans for a website or app
CLO #3	Identify and correct common issues with usability <b>and accessibility</b> in interface design
<u>CLO #4</u>	<u>Describe accessibility standards and how they are applied in UI/UX design projects</u>
CLO <u>#5</u> #4	Discover and follow current conventions in interface design
CLO <u>#6</u> #5	<u>Describe types of research used in UI/UX design</u> <del>Perform basic user research and create a user persona</del>
CLO <u>#7</u> #6	Describe ethical issues in UI/UX design and user research

#### Instructional

#### Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

### Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C

Passing grade:

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

### Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

UI and UX design principles

User research and personas

Navigation and information architecture

Wireframes, mockups, prototypes, and style guides

User-interface elements

Tasks, scenarios, user journeys, and user flows

Usability and accessibility

Design thinking

Rapid prototyping

**Course Topics:**

Feature prioritization

Design systems

Collaboration strategies

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

VCDP 1250

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

---

# Course Change Request

Date Submitted: 04/12/23 9:18 am

Viewing: **VCDP 2325 : Studio: Studio1:**

## Fundamentals

Last approved: 04/12/23 8:30 am

Last edit: 04/25/23 10:18 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

[Studio: Studio1:](#)Fundamentals

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

### In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 04/12/23 9:58 am  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/12/23 11:01 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:29 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jun 12, 2020 by  
Anne Emberline  
(aemberline)
2. Apr 12, 2023 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-443-8516

Banner Course Name: Studio: ~~Studio1~~: Fundamentals

Subject Code: VCDP - Graphic Design Diploma

Course Number 2325

Year of Study 2nd Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-5

Bridge Course Level 01

#### Course Description:

In this course, students will dive into the management of professional design projects by working with real clients in the department's client studio. Students will be guided in learning important project management skills like task planning, scheduling, and budgeting. They will work collaboratively, improving their skills in communication, problem solving, creative thinking, and leadership by completing projects in teams.

Alongside their client projects, students will also complete various instructor-led projects related to both project management and design fundamentals.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	Interview a client to assess budgetary needs and scheduling
CLO #2	Produce a detailed, interactive client brief to clearly define a project
CLO #3	Create work schedules including expectations, roles, and budgets
CLO #4	Communicate strategies effectively and professionally during client project presentations
CLO #5	Effectively and positively participate within a team environment
CLO #6	Adhere to professional business standards when working with clients
CLO #7	Create and revise designs that meet client specifications

### Instructional

#### Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

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

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                    108 ~~104~~

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Hours in Category 1:                    35 ~~40~~

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

---

Check all that apply:

Hours in Category 2:                    49 ~~44~~

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:                    24 ~~20~~

#### Course Topics

Course Topics:
Creative briefs
Professional communication
Design presentations
Project management
Time management
Collaboration strategies
Business and professional ethics
Design fundamentals (Adobe CC, branding, composition, layout, typography, colour, etc)
Client management case studies

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

# Course Change Request

Date Submitted: 04/11/23 12:37 pm

Viewing: **VCDP 2460 : Web Development 2**

Last approved: 06/12/20 5:08 am

Last edit: 04/11/23 12:37 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[94: Graphic Design Diploma](#)

Course Name:

Web Development 2

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

## In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 04/11/23 1:41 pm  
Sigrid Albert  
(salbert): Approved  
for 4430 Leader
2. 04/11/23 8:49 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 04/27/23 8:30 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. May 15, 2018 by  
cdeans
2. Jun 12, 2020 by  
Anne Emberline  
(aemberline)

Name	E-mail	Phone/Ext.
<a href="#">Sigrid Albert</a> =	<a href="mailto:salbert@vcc.ca">salbert@vcc.ca</a> =	<a href="tel:604-443-8516">604-443-8516</a> =



Banner Course Name: Web Development 2

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2460

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

#### Course Description:

In this course, students will participate in technical workshops that expand their skill in hand-coding HTML5 and CSS3, with a focus on creating a complete multi-page responsive website and uploading it to a live web server via FTP. In addition to reviewing best practices for responsive web development, students will be introduced to advanced interactive and animation techniques, including JavaScript. Because web designers and developers must constantly update their skills as technology evolves, students will be encouraged to take on coding challenges that require independent learning above and beyond the topics covered by the instructor. Additionally, students will learn how designers and developers work together on larger web development projects.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes No

#### Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

## Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Create intermediate responsive web pages from scratch using HTML5 and CSS3 and upload to via FTP to a live web server
CLO #2	Research and describe current trends and functionalities in web design and development
CLO #3	Describe the roles of web developers and web designers on large team-based website projects
CLO #4	Select a realistic technical challenge and develop a project plan to complete it
CLO #5	Describe how the need for modular or component-driven code patterns can affect a web design
CLO #6	Edit and troubleshoot existing HTML and CSS
<u>CLO #7</u>	<u><a href="#">Apply strategies for accessibility in web development</a></u>

## Instructional

## Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Hours in Category 1: 42

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 12

#### Course Topics

##### Course Topics:

Proper formatting and syntax for HTML5 and CSS3

Animation and interactivity

JavaScript and JavaScript frameworks

CSS libraries and frameworks

Current trends in CSS techniques

Independent research and self-directed learning

Project planning

Forms

[Accessibility standards](#)



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE:** Revisions to Counselling Skills Foundations: Mental Health & Addictions

### BACKGROUND:

The Counselling Skills area is proposing a significant revision to its core program, renamed 'Counselling Skills Foundations: Mental Health & Addictions.' In 2017/18, the program went through a comprehensive review and based on recommendations from industry, split their programming into a Counselling Skills Foundational Certificate that would then ladder into an Addiction Counselling Skills Advanced Certificate. The Addictions program, however, failed to launch due to lack of enrolment, and as a result, there has been a lack of graduates in a critical area in Vancouver.

The result is a revision of the foundational program. The foundational program has had base-level addictions content but did not include enough of a focus on addictions training, leaving graduates underprepared to work directly in the field of addictions counselling and ineligible for membership in the Canadian Addiction Counsellors Certification Federation (CACCF). As an unregulated industry, membership in an association offers credibility, beyond a graduate's educational experience.

The changes to the curriculum include the addition of specific addictions-focused learning outcomes throughout and a new course on Pharmacology and Concurrent Disorders.

### DISCUSSION:

Andrea Korens, Program Coordinator of Counselling Skills, presented the proposal. Ms. Korens described the extensive work of the instructors engaging with core concepts of decolonization, equity, diversity and inclusion (EDI) and social justice, as well as the changing landscape of the industry. The program content guide makes the core values of the program explicit in the 'Instructional Strategies' section that includes valuing inclusive practices, acknowledging our positions on unceded lands and the need to co-create a learning environment of mutual respect, accountability and humility. These are core values in the professional field as well, and the committee agreed with the need to position them explicitly in the curriculum.

A variety of smaller edits were identified – clearer language on admission and graduation requirements, updating to a new grading scale, and some course naming adjustments.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the Counselling Skills Foundations: Mental Health & Addictions program, revisions to nine (9) course outlines, and three (3) new courses.

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

**DATE:** April 27, 2023

# Program Change Request

Date Submitted: 03/30/23 10:30 am

Viewing: **Counselling Skills** **Foundations:**  
**~~Foundational Certificate~~** **Mental Health &**  
**Addictions**

Last approved: 03/22/23 3:28 pm

Last edit: 04/27/23 12:48 pm

Changes proposed by: smurray

Catalog Pages Using  
this Program

[Counselling Skills Foundational Certificate](#)

Program Name:

Counselling Skills Foundations: ~~Foundational Certificate~~ Mental Health &  
Addictions

Credential Level: Certificate

Effective Date: January 2024 ~~September 2019~~

Effective Catalog Edition: 2023-2024 Academic Calendar

School/Centre: Continuing Studies

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. 6093 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. EDCO Chair
7. Education Council

## Approval Path

1. 04/06/23 4:25 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 4:59 pm  
Claire Sauve (csauve): Rollback to 6093 Leader for Senior PC
3. 04/06/23 5:00 pm  
Andrea Korens (akorens): Approved for 6093 Leader
4. 04/06/23 5:02 pm  
Claire Sauve (csauve): Approved for Senior PC
5. 04/06/23 5:07 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
6. 04/27/23 1:22 pm  
Todd Rowlatt (trowlatt): Approved

## History

1. Aug 7, 2018 by mstevenson
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Feb 22, 2021 by Nicole Degagne (ndegagne)
4. Dec 9, 2021 by Nicole Degagne (ndegagne)
5. Dec 15, 2022 by Nicole Degagne (ndegagne)
6. Mar 15, 2023 by Leszek Apouchtine (lapouchtine)
7. Mar 22, 2023 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
<a href="#">Andrea Korens</a> <del>Matt Stevenson</del>	<a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a> <del>mstevenson@vcc.ca</del>	<del>8661 8392</del>
Claire Sauve	csauve@vcc.ca	8696
<a href="#">Sarah Murray</a>	<a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a>	<del>8668</del>

## Program Content Guide

### Purpose

The Counselling Skills Foundations: Mental Health and Addictions ~~The Counselling Skills Foundational~~ Certificate Program provides learners with theoretical and ~~and~~ practical knowledge in basic counselling skills to prepare them for work in support positions across diverse community settings.

~~CNSK 1401 (Basic Counselling Skills) with a C or equivalent~~ English Studies 12 with a minimum 'C+' grade C+ or English Language Proficiency at a minimum Grade 12 'C+' level, or equivalent

CNSK 1401 (Basic Counselling Skills) with ~~with~~ a minimum 'C' grade C or equivalent

~~English proficiency at the grade 12 level~~ VCC Counselling Skills Reference Form and Rubric rubric from a volunteer or employment supervisor verifying the following:

completion of 60 35 hours of work or volunteer experience in the helping field (must include direct client contact), *and*

personal and professional readiness for the program

**Upon Acceptance:**

Criminal Record Check (CRC): Students in this program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all some courses in and ~~will be assessed by~~ the program, except: ~~Department according to standardized practice and using one or more of the following components:~~

CNSK 1502 Foundations of Counselling

CNSK 1505 Individual Counselling Skills

CNSK 1508 Assessment Practices

CNSK 1521 Practicum

PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, demonstration, interview, or external evaluation.

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

Program Duration & Maximum Time for Completion

The program can be taken part-time or full-time and can be completed in one year. Maximum time for completion is 3 years.

Program Learning

Outcomes

<b>Upon successful completion of this program, graduates will be able to:</b>	
PLO #1	Demonstrate empathetic approaches in working with people
PLO #2	Explore self-awareness by acknowledging and challenging assumptions

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

PLO #3	Recognize <u>the impacts of historic and systemic oppression</u> , <del>how people are treated</del> and <u>commit to inclusive practices, including language, behaviour</u> , <del>shaped by historic and systemic oppression, as well as inclusion</del> and <u>cultural humility</u> <del>social justice</del>
PLO #4	Apply interpersonal skills to complex dynamics in social service agencies
PLO #5	Develop ethical and professional practices in support positions across community settings
PLO #6	Describe the benefits and potential limitations of a trauma-informed practice
PLO #7	Practice effective communication skills
PLO #8	Explain evidence-based models, tools, and interventions relevant to the field of counselling
PLO #9	Recognize <u>and appreciate</u> Indigenous health models <u>and</u> <del>and</del> resiliency, as well as traditional <u>and</u> <del>and</del> contemporary practices

Additional PLO Information



The Counselling Skills Foundations: Mental Health & Addictions Certificate ~~The Counselling Skills Foundational Certificate~~ curriculum is designed to provide students with practical and experiential learning that is grounded in theory and evidence-based practice. The program has a skills-based focus and emphasis is placed on integration of knowledge and practice.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, seminars, group discussion and activities, demonstrations, guest lectures, videos, clinical simulations, and field trips. The program concludes with a practicum in which students work or volunteer in a support position within a community setting. The practicum includes on-site support and supervision from a practicum supervisor and seminars for debriefing and integration of learning.

The Counselling Skills Foundations: Mental Health & Addictions program is committed to the following embedded values:

Value and demonstrate inclusive practices, including policies, language, behaviour, and culturally safe practice

Acknowledge and appreciate our positions on unceded lands

Demonstrate ethical and respectful behaviour in professional settings

Approach our work with a trauma-informed lens

Agree to co-create a learning environment which supports mutual respect, accountability, and humility

Students and instructors are expected to strive toward these values. Students will be provided with many opportunities to build their skills and reflect on their growth, to prepare them for the life-long learning required in the field.

#### Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of 'C' € to successfully complete each course. Students must achieve a minimum cumulative grade point average (GPA) of 'C' (2.00) upon completion of all program courses to successfully graduate.

Many of the courses have a mandatory Saturday class. 80% attendance is mandatory to successfully complete each course.

Basic computer skills

Familiarity and comfort with basic research skills

Ability to give, ~~give and~~ receive and incorporate feedback

Maturity, emotional stability and a suitability to work in a helping role

Resilience when confronted with difficult or opposing perspectives

A sufficient level of self-awareness and personal and professional development to be able to attend to another person

Willingness to work respectfully with people with diverse backgrounds and perspectives

An interest in helping people and willingness to work in support positions in community settings

#### Courses

<u>CNSK 1502</u>	Foundations of Counselling	3
<u>CNSK 1503</u>	Theories of Counselling	3
<u>CNSK 1504</u>	Introduction to Family Systems	2.5
<u>CNSK 1505</u>	Individual Counselling Skills	3
<u>CNSK 1506</u>	Lifespan Development	2.5
<del>CNSK 1507</del>	<del>Diversity, Inclusion, and Culture</del>	<del>2</del>
<u>CNSK 1508</u>	Assessment Practices	3
<u>CNSK 1509</u>	Personal and Professional Development	2.5
<u>CNSK 1510</u>	Indigenous Perspectives	2
<del>CNSK 1511</del>	<del>Practicum</del>	<del>5</del>
<u>CNSK 1512</u>	<u>Introduction to Pharmacology and Concurrent Disorders</u>	<u>2</u>
<u>CNSK 1515</u>	<u>Group Facilitation Skills</u>	<u>2.5</u>
<u>CNSK 1521</u>	<u>Practicum: Counselling Skills</u>	<u>11</u>
Total Credits		37

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

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course Standings</b>			
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.

Since 1987, VCC has been preparing students for work in the social services field. The Substance Abuse and Skills Certificate Programs were initially developed to meet the needs of individuals working in the social services field who had limited or no theoretical or clinical training. The program was offered in the evenings, allowing students to attend school part-time while working in the field. As demand for the program grew, the criteria for entry were expanded to include individuals who were interested in working in social services, but who had no or limited experience in the field.

In September 2009, the Counselling Skills Certificate Programs underwent a comprehensive program review and renewal and the redeveloped parallel programs – the Addiction Counselling Skills Certificate and the Community Counselling Skills Certificate – were launched.

In 2017/2018 the program went through another comprehensive review, which led to multiple recommendations and ultimately, the launch of the Counselling Skills Foundational Certificate. The renewed program concept addressed educational policy non-compliance by moving from two parallel and significantly overlapping certificates to a ladder program that included the Foundational Certificate, an Addictions Counselling Skills Advanced Certificate and an overarching Counselling Diploma. The conceptualization of a three ladder program was designed to allow students multiple exit and entry pathways. This progressive programming failed to launch though as the Addictions Advanced Certificate did not have sufficient enrollment and the Diploma courses were not developed. As a result, the sector has not received a VCC Addictions Counselling grad who would have historically worked as Addiction Counsellors, Mental Health and Addictions Support Workers, Crisis Intervention Counsellors, Social Services Case Aides, Residential Counsellors, and Transition Housing Coordinators.

While the 2017 program was created in collaboration with industry, when the Program Advisory Committee was convened in Spring 2022, they expressed concern with the lack of graduates and the structure of the current programming, which does not directly prepare students to work in the addictions field with one year of training, as the program has historically provided. We were cognizant of the issue and prepared to work with the industry to ensure their needs were being met, especially as the BC government expands its response to the toxic drug and overdose crisis.

The Foundational Certificate has been running consistently since its inception. It was designed to include base-level addictions content throughout, but the demand for specialized Addictions training is apparent. The current program's title and lack of addictions-focused course learning outcomes has made program graduates underprepared for working directly in the field of Addictions Counselling and ineligible for membership in the Canadian Addictions Certificated Counsellors Federation (CACCF). As an unregulated industry, membership in an association offers credibility, beyond a graduate's educational experience.

Factors that have contributed to low enrollment in the Addictions Counselling program and indicate the need for updates include:

- Labour market demands. The programs are currently not supporting the needs of the labour market in the sector as indicated by the PAC.
- Failure to launch. The full suite of programs proposed in 2017 didn't launch due to lack of enrollment, and lack of curriculum development.
- Enrollment trends. The program has been quite successful in the past; post-Covid recovery has been slow and sporadic.

To ensure we are meeting industry needs and developing grads that are well poised for success in the helping field, a subject matter expert worked with the program to lead the redesign and repackaging of the Foundational Certificate. Their goal was to ensure that the new certificate program incorporates content from the Addictions Advanced Certificate at the appropriate level. They worked in conjunction with instructors, PAC members, and Program Coordinators, to create curriculum that meets the industry needs and that will qualify VCC as a certified educational institute for CACCF membership.

While Continuing Studies works on the program revisions, the Counselling Skills Foundational Certificate in its current form is still accepting students. With the launch of the updated, addictions-focused new program, graduates of the Foundational Certificate will be invited to upgrade their skills and register for select courses for professional development.

We believe that responding to industry needs in a thoughtful and comprehensive manner, will help maintain VCC's reputation as an essential trainer of support counsellors.

Simultaneously, we would like to address a rapidly changing landscape as the industry, and wider society, comes to better understand issues of equity, diversity and inclusion, impacts of colonization and work that aims toward reconciliation and decolonization, and social justice. Our updates intend to set a high standard for learners who intend to fill support roles in diverse community settings, while also cultivating self-awareness, humility, accountability, and mutual respect.

We plan to implement a number of updates, including:

- Updating curriculum and case studies for greater diversity and cultural safety
- Distributing the responsibility for this content across all courses
- Incorporating embedded program values which represent the field
- Better supporting instructors and students with skills to manage difficult conversations and dynamics

We believe this will not only better prepare our graduates for today's field (and to be positive forces in shaping the industry of the future), we also believe it will have positive impact on the learning environment.

Are there any  
expected costs to

this proposal.

An initial \$15000 budget was spent to develop the updates to the program as seen here.

The Counselling Skills program has recently received \$30,000 of CD funding for the creation and upgrading of:

- 1) Course Design and Blueprinting
- 2) Moodle Shells
- 3) Teaching and Learning Materials

#### Consultations

Consultated Area	Consultation Comments
Library	<p>If the programs are similar than our current collection is likely sufficient. It's only if there was a new topic - that we may need to request some more database coverage, etc.</p> <p>Alicia Copp, Coordinator of Research, Scholarly Communication &amp; Library Instruction</p>
Other Department(s)	<p>Since you're in revision now, we could talk about how you might leverage VCC Works to manage the practicum component. It is not critical to discuss prior to curriculum changes but, depending on how extensively you might want to use it, there might be potential 'prep' programming that might be useful to include. We're finding value in integrating some classroom learning activities to make the platform most useful both for student learning, employer service, and administrative streamlining.</p> <p>Rachel Warwick, Program Coordinator Partnership Development Office</p>
Registrar's Office	<p>Thank you very much for including me in this. Usually with curriculum changes, I'd be more concerned with course outlines or some areas in the PCG. I've went through the attached file, and I thought the changes were great and exciting!</p> <p>With the new courses, I checked to make sure that the course codes haven't been used previously. CNSK 2509 is good, as for the Pharmacology &amp; concurrent Disorders CNSK 2505 is available.</p> <p>One thing that caught my attention is using the term "Hyflex" now, I may be outdated but I believe this is a topic of great debate at VCC and that VCC doesn't officially offer hyflex delivery. So, if this ever goes on a</p>

Consultated Area	Consultation Comments
	<p>PCG we'll need to confirm if that's still the case before approving.</p> <p>Azeez Alabdulhassan, Associate Registrar, Continuing Studies</p>
Disabilities Services	<p>Thank you for sending this over and giving us an opportunity to provide some feedback. Ron Kee, Ali Oliver, and I met and looked over the program repackaging together. Here is some of our feedback.</p> <p><b>Supports</b> Better integration, DS would welcome being invited to any orientations or student events.</p> <p><b>Quality</b> Consistent Moodle shells, syllabi etc. and Incorporate principles of UDL</p> <ul style="list-style-type: none"> <li>- This is really great, not just for our students, but for all students!!</li> <li>- General comment: It has been very labour intensive for our department to adapt course materials into accessible formats. It would be incredibly helpful if instructors could follow a more standardized course design/template; especially where Moodle shells are concerned. In the past, many CS instructors used older, photocopied materials as course handouts, and/or course readers contained poorly scanned or photocopied content. This type of content is difficult to format/adapt.</li> <li>- When considering new curriculum development and new creation of course content, it is important to consider creating accessible content from the start. eLearning is an excellent resource for course accessibility and UDL, and they have folks at the ready who will assist instructors as needed.</li> </ul> <p>Hope this feedback and our questions are helpful! Thanks again for including us in this process. Shahla Hirji, Disability Services Advisor</p>

Consultated Area	Consultation Comments
Faculty/Department	<p>Extensive consultation and collaboration with the department resulted in prioritization of the following:</p> <ul style="list-style-type: none"> <li>- implementing, and incorporating accountability to, program values</li> <li>- providing guidance and support to prepare instructors to manage polarizing topics in the classroom</li> <li>- updating classroom materials, particularly course packages, video and article resources</li> <li>- updating case studies for diversity and cultural safety, and to incorporate addictions-related content</li> <li>- increasing volunteer hours requirement</li> <li>- provide support to instructors for clear, authentic, aligned course assessments</li> <li>- incorporate principles of UDL</li> <li>- support on creating/updating moodle materials</li> </ul>
Financial Aid	<p>Consultations have started to achieve student loan eligibility, which would greatly improve access to prospective students.</p>
Student Services	<p>This program has received a lot of support from the Student Conduct and Judicial Affairs Officer. A number of conversations around specific conduct issues, and general themes conveyed by students and instructors, supported decisions to:</p> <ul style="list-style-type: none"> <li>- emphasize and embed program values which represent the field</li> <li>- reinforce better integration with support services, particularly disability services, counselling, the learning centre, and the student conduct office</li> <li>- embed diversity and inclusivity throughout the program, instead of leaving the weight of this content to two courses</li> <li>- emphasize a learning environment which supports mutual respect, accountability, and humility - and support instructors in classroom management techniques to hold this space</li> </ul>
Faculty/Department	<p>Consultations with one long-time instructor who taught Diversity, Inclusion and Counselling showed a pattern of problematic occurrences related to microaggressions and</p>



Consultated Area	Consultation Comments
	<p>inadequate support (this is consistent with other incidents reported by students and instructors). Embedded program values intend to set a strong standard, support a consistent program culture, and incorporate accountability. We will continue to review, consult, and adjust course, as we expect this will be a longer process.</p>
Affiliation, Articulation, and/or Accreditation Bodies	<p>We have consulted &amp; met with representatives from the Canadian Addiction Counsellors Certification Federation (CACCF), as we intend to achieve certification for the credential. We have made updates to meet their requirements, which we also believe will better help our students in their helping roles in diverse settings. We have confirmed that the certification process will have support, and they will advise us if further updates are required.</p>
PAC/CEG	<p>We have met and consulted extensively with the PAC. There are some matters which have not found consensus (ie, language around addiction vs. substance use), but all are in support of program updates which include addictions training, embedded program values, and updated/improved instructional materials. Our PAC is passionate about our strong foundation and reputation for excellent practical skills training, and they are invested in our success.</p>
Student Services	<p>Consultation with Tanny Marks initially helped inspire some of our updates, and later helped validate our planned direction around incorporating embedded values, updating curriculum, and various instructor/student support initiatives. She also suggested incorporating resilience into recommended student characteristics, and resilience building into course curriculum.</p>
Centre for Teaching, Learning, and Research (CTLR)	<p>Consulted with Francesco Barillaro on all updates; Francesco offered validation on general direction of change, helped with curriculum language, and made great suggestions about ensuring accountability to program values through assessment strategies.</p>

Consultated Area	Consultation Comments
	Francesco will be working with the team in the development phase.

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for: Domestic

Marketing Description

Prepare for a career or upgrade your skills in the social ~~service field while learning to work with a spectrum of concerns including addictions~~ and community services field. The Counselling Skills Foundations: counselling. Mental Health & Addictions program prepares graduates with the knowledge and practical skills required for support counsellor positions in diverse community settings.

What you will learn

What to expect

Reviewer

Comments

Claire Sauve (csauve) (04/06/23 4:59 pm): Rollback: edit required

# Course Change Request

Date Submitted: 04/06/23 11:26 am

Viewing: **CNSK 1401 : Basic Counselling Skills**

Last approved: 01/10/20 4:00 am

Last edit: 04/27/23 12:37 pm

Changes proposed by: akorens

Course Name:

Basic Counselling Skills

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 12:18 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:51 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:49 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. May 8, 2019 by mstevenson
2. Jan 10, 2020 by Bonnie Chan

Name	E-mail	Phone/Ext.
<u>Andrea Korens</u> <del>Matt Stevenson</del>	<u>akorens@vcc.ca</u> <del>mstevenson@vcc.ca</del>	<u>8661</u> <del>8392</del>
<u>Claire Sauve</u>	<u>csauve@vcc.ca</u>	<u>8679</u>
<u>Sarah Murray</u>	<u>smurray@vcc.ca</u>	<u>8668</u>

Banner Course      Basic Counselling Skills

Name:

Subject Code:      CNSK - Counselling Skills

Course Number      1401

Year of Study      1st Year Post-secondary

Credits:      2.5 ~~2~~

Bridge College Code      CO

Bridge Billing Hours      0

Bridge Course Level      30

Course Description:

This course provides an introduction to effective communication ~~is geared towards those interested in a~~ helping relationship, ~~the field of counselling~~ and provides an ~~provides an~~ opportunity to ~~to~~ assess interest in, and readiness for, working in the counselling field.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Apply basic empathy skills to a client-centred approach
CLO #2	Apply active listening skills in a helping relationship
CLO #3	Explore own assumptions, values, biases, and beliefs in the context of helping relationships
CLO #4	Recognize the effects of interpersonal communication skills in the context of helping relationships
CLO #5	Identify elements of cultural safety in the context of helping relationships
CLO #6	Explain and apply professional and ethical practice as it applies to the field of counselling

### Instructional

#### Strategies:

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C 60%

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Transcript
Assignments	20	Transcript
Assignments	15	Journal, other assignments
Quizzes/Tests	20	
Participation	10	Professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 39

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 39

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

---

Check all that apply:

Hours in Category 2: 0

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 0

#### Course Topics

##### Course Topics:

The Helping Relationship (What is Counselling)

Cultural safety

Nonverbal Communication

Introduction to the Practice Sessions

Giving and Receiving Feedback

Active Listening Skills

Assumptions, Values, and Biases

Empathy (why we use it and what it is)

Demonstrating and Applying Empathy

**Course Topics:**

Opening and Closing Sessions

Stages of Counselling

Self-regulation, self-care, and building personal resilience ~~Self-regulation and Self-care~~

Ethics

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Counselling Skills Certificate PCG

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

Date Submitted: 04/06/23 4:59 pm

Viewing: **CNSK 1502 : Foundations of Counselling**

Last approved: 11/27/21 4:23 am

Last edit: 04/27/23 12:37 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Foundations of Counselling

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 4:59 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 5:00 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 5:05 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:24 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jan 24, 2019 by mstevenson
2. Nov 27, 2021 by Leszek Apouchtine



Name	E-mail	Phone/Ext.
<del>Matt Stevenson</del>	<del>mstevenson@vcc.ca</del>	<del>8392</del>
<u>Andrea Korens</u>	<u>akorens@vcc.ca</u>	<u>8661</u>
<u>Claire Sauve</u>	<u>csauve@vcc.ca</u>	<u>8679</u>
<u>Sarah Murray</u>	<u>smurray@vcc.ca</u>	<u>8668</u>

Banner Course      Foundations of Counselling

Name:

Subject Code:      CNSK - Counselling Skills

Course Number      1502

Year of Study      1st Year Post-secondary

Credits:            3 ~~2.5~~

Bridge College Code      CO

Bridge Billing Hours      2.5

Bridge Course Level      30

Course Description:

This course introduces students to professional practice in ~~provides foundational awareness of~~ the helping role, wide range of issues for which people seek counselling and builds awareness of the skills, knowledge, and attitudes necessary to be ~~introduces basic principles of being~~ an effective support worker to meet counsellor in working with diverse needs in diverse contexts. populations. ~~Through theory, practice, discussion, experiential learning, and reflection, students will develop understanding of, and appreciation for, guiding values in the support field.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify their own values, beliefs, and biases and recognize the impact that they have on others
CLO <u>#2</u> #3	Describe culturally safe practice and demonstrate a basic awareness of the diversity of peoples' worldviews and lived experiences
<u>CLO #3</u>	<u>Discuss colonization within the Canadian context and its effect on Indigenous communities</u>
CLO #4	Identify aspects of professionalism and ethical practice within the field of counselling
<u>CLO #5</u>	<u>Discuss the principles of trauma-informed practice</u>
CLO <u>#6</u> #5	Describe strategies for helping self and others build <u>resilience</u> coping skills and attain personal goals
<u>CLO #7</u>	<u>Practice strategies to resolve conflict effectively</u>
CLO <u>#8</u> #2	Recognize and describe a variety of clinical presentations including trauma response, addictions, and mental health presentations

## Instructional

## Strategies:

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Self-awareness assessments (pre- and post-)
Assignments	20	Wellness assignment and/or presentation
Portfolio	20	<u>Portfolio</u> Creation of professional portfolio

Type	Percentage	Brief description of assessment activity
<a href="#">Assignments</a>	<a href="#">15</a>	<a href="#">Reflection</a>
Quizzes/Tests	<a href="#">10</a> <del>25</del>	In-class or take-home
Participation	15	Participation and professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

- Own Values and Beliefs
- [Building personal resilience](#)
- [Engaging in conflict effectively](#)

**Course Topics:**

- Difficult conversations
- ~~Critical Thinking, Problem Solving, and Clinical Judgment~~
- Recognizing the Variety of Worldviews that Exist
- Justice, equity, diversity and inclusion
- Decolonization and reconciliation
- Introduction to Trauma Informed Practice
- Determinants of Health
- Wellness Continuum
- Mental Health Disorders and and Presentations
- Critical Thinking, Problem Solving, and Clinical Judgment
- Addiction and ~~Addiction and~~ Harm Reduction
- Process of Change and and Motivational Interviewing
- Concurrent Disorders
- Recovery Model
- Professionalism and and Ethics

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Counselling Skills Certificate PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 04/06/23 3:35 pm

Viewing: **CNSK 1503 : Theories of Counselling**

Last approved: 11/27/21 4:23 am

Last edit: 04/06/23 4:49 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Theories of Counselling

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 3:37 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:52 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:49 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Aug 8, 2018 by mstevenson
2. Nov 27, 2021 by Leszek Apouchtine

Name	E-mail	Phone/Ext.
Matt Stevenson	mstevenson@vcc.ca	8392
<a href="#">Andrea Korens</a>	<a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a>	<a href="#">8661</a>
Claire Sauvé	csauve@vcc.ca	8696
<a href="#">Sarah Murray</a>	<a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a>	<a href="#">8668</a>

Banner Course Theories of Counselling

Name:

Subject Code: CNSK - Counselling Skills

Course Number 1503

Year of Study 1st Year Post-secondary

Credits: 3 2.5

Bridge College Code CO

Bridge Billing Hours 2.5

Bridge Course Level 30

Course Description:

This course provides ~~will provide~~ students with an overview of the major theories that form the foundation of counselling practice and that provide a context for counselling interventions and techniques.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment &amp; Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Locate themselves in counselling theory through critical reflection
CLO #2	Develop self-awareness by identifying their own values, beliefs, needs, and areas for personal growth
CLO #3	Describe theories, interventions, and practical approaches to counselling
CLO #4	Evaluate theories through sociocultural, historical, and gender-related perspectives

### Instructional

#### Strategies:

Lecture, videos, group discussion/work, reflective writing, demonstrations, readings, peer and instructor feedback

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C

Passing grade:

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Presentation or personal reflection paper
Assignments	<u>15</u> <del>20</del>	Case study #1
Assignments	20	Case study #2
Assignments	15	Journal
Quizzes/Tests	<u>10</u> <del>10%</del>	
Participation	<u>10</u> <del>5%</del>	Professionalism and participation

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

- Introduction to Theory
- Psychoanalytic Therapy
- Individual Psychology
- Person Centred Therapy
- Existential Therapy
- Gestalt Therapy
- Behavioural Therapy
- Cognitive Therapy (Includes Cognitive Behavioural Therapy – CBT)
- Feminist Therapy
- Trauma Informed Practice
- Family Systems and Systems Theories
- Post-Modern Approaches
- Integrative [Perspective](#)



**Course Topics:**

- Self-actualization theory

- Self-in-relations theory

Perspective

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Counselling Skills Certificate PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

## Marketing Information

---

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

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

Make Available on Website: Yes

# Course Change Request

Date Submitted: 04/06/23 3:34 pm

Viewing: **CNSK 1504 : Introduction to Family Systems**

Last approved: 11/27/21 4:23 am

Last edit: 04/06/23 4:48 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Introduction to Family Systems

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 3:37 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:53 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:48 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jan 24, 2019 by mstevenson
2. Nov 27, 2021 by Leszek Apouchtine

Name	E-mail	Phone/Ext.
<b>Matt Stevenson</b>	<b>mstevenson@vcc.ca</b>	<b>8392</b>
<u>Andrea Korens</u>	<u>akorens@vcc.ca</u>	<u>8661</u>
Claire Sauve	csauve@vcc.ca	8696
<u>Sarah Murray</u>	<u>smurray@vcc.ca</u>	<u>8668</u>

Banner Course Introduction to Family Systems

Name:

Subject Code: CNSK - Counselling Skills

Course Number 1504

Year of Study 1st Year Post-secondary

Credits: 2.5 ~~2~~

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

This course introduces ~~will introduce~~ students to systems theory as a framework to understand and support complex and diverse families.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Recognize various pathways of human development in the context of families
CLO #2	Identify core features of developmental and intergenerational trauma
CLO #3	Reflect on own developmental path and family dynamics in the context of their practice
CLO #4	Apply a Family Systems approach to understand diverse families
CLO #5	Observe and identify <u>verbal</u> and non-verbal communication patterns in interpersonal and family context
<u>CLO #6</u>	<u>Discuss the effects of addiction on the family and family dynamics</u>
<u>CLO #7</u>	<u>Discuss appropriate counselling techniques and other interventions in the family context</u>

### Instructional

#### Strategies:

Lecture, videos, group discussion/work, reflective writing and assignments, readings, peer and instructor feedback

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C

Passing grade:

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Genogram
Assignments	20	Case studies, observations, written report(s)
Exam	25	In-class or take-home
Quizzes/Tests	15	In-class or take-home
Participation	10	Professionalism and participation

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 36

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 36

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

- Introduction to Family Systems
- Affect Theory as an approach to Family Systems
- Attachment and Family Systems
- Multigenerational transmission of trauma
- Power, privilege and marginalization
- Introduction to contemporary Family Systems frameworks and practices
- Applied ethics in Family [Systems](#)
- [Addiction and the Family System](#) **Systems**

# Course Change Request

Date Submitted: 04/06/23 3:31 pm

Viewing: **CNSK 1505 : Individual Counselling Skills**

Last approved: 12/15/21 6:43 am

Last edit: 04/06/23 4:48 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Individual Counselling Skills

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 3:32 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:54 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:48 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. May 8, 2019 by mstevenson
2. Dec 15, 2021 by Nicole Degagne

Name	E-mail	Phone/Ext.
<del>Matt Stevenson</del>	<del>mstevenson@vcc.ca</del>	<del>8392</del>
<a href="#">Andrea Korens</a>	<a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a>	<a href="#">8661</a>
Claire Sauve	csauve@vcc.ca	8696
<a href="#">Sarah Murray</a>	<a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a>	<a href="#">8668</a>

Banner Course      Individual Counselling Skills

Name:

Subject Code:      CNSK - Counselling Skills

Course Number      1505

Year of Study      1st Year Post-secondary

Credits:            ~~3~~ 2.5

Bridge College Code      CO

Bridge Billing Hours      2.5

Bridge Course Level      30

Course Description:

This course builds ~~will build~~ upon the knowledge and skills gained in previous courses and introduces ~~introduce~~ students to a broader range of counselling skills.

Course Pre-Requisites (if applicable):

CNSK 1502 taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Apply a client-centered approach focused on relative safety and trauma informed practice
CLO #2	Practice fundamental skills that form the basis of counselling
CLO #3	Recognize the importance of maintaining a self-care practice, fostering resiliency and well-being
CLO #4	Conduct themselves in a manner according to professional and ethical standards
CLO #5	Describe the counselling relationship as informed by the impact of oppression

## Instructional

## Strategies:

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	<u>Assignment(s)</u> <del>Written assignment(s)</del>
Assignments	15	Preparation for supervision
Project	35	Final video, case notes, and process journal
Project	5	Reflective paper
Quizzes/Tests	5	Quiz
Participation	15	Professionalism and participation

## Hours by Learning Environment Type

---



To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 39

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

---

Check all that apply:

Hours in Category 2: 6

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

- Active listening
- Introducing therapeutic relationships – “first session”
- Immediacy in counselling
- Self disclosure
- Transference and counter transference
- Stages of Change
- Advanced empathy
- Use of challenging & confrontation
- Ending therapeutic relationships
- Self care and building personal resilience relationships

# Course Change Request

Date Submitted: 04/06/23 3:31 pm

Viewing: **CNSK 1506 : Lifespan Development**

Last approved: 06/04/22 5:48 am

Last edit: 04/06/23 4:47 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Lifespan Development

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 3:32 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:55 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:47 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jan 24, 2019 by mstevenson
2. Jun 19, 2019 by Bonnie Chan

(bchan)<sup>163</sup>

3. Nov 27, 2021 by Leszek Apouchtine (lapouchtine)
4. Jun 4, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
<b>Matt Stevenson</b>	<b>mstevenson@vcc.ca</b>	<b>8392</b>
<u>Andrea Korens</u>	<u>akorens@vcc.ca</u>	<u>8661</u>
<u>Claire Sauve</u>	<u>csauve@vcc.ca</u>	<u>8679</u>
<u>Sarah Murray</u>	<u>smurray@vcc.ca</u>	<u>8668</u>

Banner Course Name: Lifespan Development

Subject Code: CNSK - Counselling Skills

Course Number: 1506

Year of Study: 1st Year Post-secondary

Credits: 2.5

Bridge College Code: CO

Bridge Billing Hours: 2.5

Bridge Course Level: 30

**Course Description:**

This course provides ~~will provide~~ students with a general introduction to and overview of the field of developmental psychology with a focus on developmental research and theories that have particular relevance for those working in a helping role in community and addictions settings. The course follows the life span development of the individual, emphasizing the theoretical and experimental approaches to the study of cognitive, personality, social, perceptual, and physical components of development from conception to death.

**Course Pre-Requisites (if applicable):**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Discuss the development of human beings as occurring within a familial, social, cultural and historical context
CLO #2	Examine and critically evaluate their own developmental assumptions (ideas and theories about ways that people grow and change)
CLO #3	Explain the contemporary understanding of the respective contributions of nature (heredity) and nurture (environment) to human development
CLO #4	Compare and contrast the major theories of human development, including how each views the main themes, controversies and issues in developmental psychology
CLO #5	Identify research methods used to study human development and as a result become a more informed consumer of clinical research
CLO #6	Discuss relevant developmental concepts and theories within the counselling context
<u>CLO #7</u>	<u>Explain the applications of human development theories when working with people affected by addiction</u>

Instructional

Strategies:

This course may be offered online or face-to-face.

Instructional strategies may include the following: lecture, videos, group discussion (in person or on a forum), reflective writing or other activities, self-assessment quizzes, videos, readings, peer and instructor feedback.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Paper 1 (learning journal, review of primary research article)
Assignments	30	Paper 2 (case studies, interview, research paper)
Assignments	10	Forum participation/Reflective journal
Quizzes/Tests	10	
Final Exam	20	
Participation	10	Professionalism

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:**                    36 45

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:                    36 45

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

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

- Foundations of lifespan study
- Lifespan Study
- Prenatal development
- Development
- Infancy
- Early childhood
- Middle-late childhood
- Childhood
- ~~Middle-Late Childhood~~
- Adolescence - Physical & cognitive development
- Cognitive Development
- Adolescence - Socio-emotional development
- Development
- Early adulthood
- Adulthood
- Middle adulthood
- Adulthood
- Late adulthood
- Adulthood
- Death, dying, grief ~~Dying, Grief~~ and bereavement
- Impacts of addiction in the various stages of human development **Bereavement**

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

# Course Change Request

Date Submitted: 04/06/23 3:35 pm

Viewing: **CNSK 1508 : Assessment Practices**

Last approved: 12/15/21 6:43 am

Last edit: 04/06/23 4:46 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Assessment Practices

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 3:37 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:56 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:47 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jan 24, 2019 by mstevenson
2. Jan 30, 2021 by Nicole Degagne

168  
(ndegagne)

3. Dec 15, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
<del>Matt Stevenson</del>	<del>mstevenson@vcc.ca</del>	<del>8392</del>
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<u>Claire Sauve</u>	<u>csauve@vcc.ca</u>	<u>8679</u>
<u>Sarah Murray</u>	<u>smurray@vcc.ca</u>	<u>8668</u>

Banner Course      Assessment Practices  
Name:

Subject Code:      CNSK - Counselling Skills

Course Number      1508

Year of Study      1st Year Post-secondary

Credits:      3 ~~2.5~~

Bridge College Code      CO

Bridge Billing Hours      2.5

Bridge Course Level      30

#### Course Description:

This course introduces ~~will introduce~~ students to the skills required to appropriately identify and conduct an assessment in various settings with multiple demographics. Encompassing a bio-psycho-social-spiritual model, students will learn a collaborative therapeutic framework for conducting assessments as a client-centered, trauma informed skill, while preserving respect and dignity for clients.

#### Course Pre-Requisites (if applicable):

CNSK 1502, CNSK 1505.

#### Course Co-requisites (if applicable):



No

Course Learning

Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Apply interpersonal communication skills to conduct assessments with diverse clients in diverse settings
CLO #2	Implement ethical practices in assessment
CLO #3	Recognize each client’s unique journey and the impact of social context and cultural milieu in the assessment process
CLO #4	Exercise critical thinking skills to gather, analyze, prioritize, and integrate information from clients for assessment purposes
<u>CLO #5</u>	<u>Evaluate the use of addictions screening and assessment tools in a variety of contexts</u>
<u>CLO #6</u>	<u>Identify and describe the stages of change in addictions contexts</u>
<u>CLO #7</u>	<u>Apply professionalism in record keeping and report writing</u>
<u>CLO #8</u>	<u>Explain the case manager role</u>

Instructional

Strategies:

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback

**Evaluation and Grading**

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Practice assessment interview video
Assignments	20	Practice assessment interview video
Assignments	20	Reporting and documentation
Assignments	20	Case conceptualization

Type	Percentage	Brief description of assessment activity
Project	15	Community resource presentation
Participation	10	Professionalism <del>and participation</del>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 39

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

---

Check all that apply:

Hours in Category 2: 6

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

- Models of assessment: ~~Assessment~~: Bio-psycho-social-spiritual, collaborative, therapeutic
- Bio-Psycho-Social-Spiritual, Collaborative, Therapeutic
- Assessment interview
- Interview
- Mental health ~~Health~~ and substance use screening

## Course Topics:

- Substance Use Screening
- Mental status exam
- Status Exam
- Risk assessment
- Assessment
- Assessment with special populations
- Special Population
- Making appropriate referrals
- Appropriate Referrals
- Integrate assessment information **Assessment Information** and case conceptualization
- Case Conceptualization
- Report writing
- Addictions assessment and screening tools
- Case management **Writing**

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Counselling Skills Certificate PCG

Provide a rationale  
for this proposal:

Are there any

# Course Change Request

Date Submitted: 04/06/23 3:37 pm

Viewing: **CNSK 1509 : Personal and Professional**

**Dvlp Deve**

Last approved: 12/17/21 5:24 am

Last edit: 04/11/23 10:20 am

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Personal and Professional Development

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 3:37 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 3:56 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:46 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jan 24, 2019 by mstevenson
2. Oct 24, 2021 by Darija Rabadzija

173  
(drabadzija)

3. Dec 17, 2021 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	8661
<a href="#">Claire Sauve</a>	<a href="mailto:csauve@vcc.ca">csauve@vcc.ca</a>	<a href="#">8679</a>
<a href="#">Sarah Murray</a>	<a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a>	<a href="#">8668</a>

Banner Course Name: Personal and Professional Dvlp Deve

Subject Code: CNSK - Counselling Skills

Course Number: 1509

Year of Study: 1st Year Post-secondary

Credits: 2.5 ~~2~~

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

#### Course Description:

This course integrates theory and practice learned throughout the program to enable students to be effective, responsible, and professional practitioners in the field of social services.

#### Course Pre-Requisites (if applicable):

CNSK 1502.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes

#### Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Demonstrate ethical and respectful behavior in professional settings
CLO #2	Apply effective and professional communication skills in complex interactions with diverse populations within the field of social services
CLO #3	Identify and apply relevant legislation and codes of professional practice
CLO #4	Engage in ongoing reflection and self-care practice to support personal and professional development
CLO #5	Acknowledge the ethical implications when working with individuals with trauma
CLO #6	Recognize how personal values, beliefs, and biases impact decisions and behaviours as a professional in diverse settings
CLO #7	Demonstrate a commitment to life-long learning and professional development

### Instructional

#### Strategies:

Lecture, videos, group discussion/work, reflective writing, readings, peer and instructor feedback, case studies and ethical dilemmas.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Ethical Dilemma Case Study #1
Assignments	35	Ethical Dilemma Case Study #2
Quizzes/Tests	20	Open or closed book
Assignments	15	Journal
Participation	10	Professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 36

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 36

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

- Values, beliefs and assumptions (individual and professional)
- Ethical decision-making
- Codes of ethics
- Provincial and federal legislation
- Impacts of systemic and historic oppression
- Ethical boundaries in professional relationships
- Trauma-informed practice and working with clients
- Self-care plans

# Course Change Request

Date Submitted: 04/06/23 4:07 pm

Viewing: **CNSK 1510 : Indigenous Perspectives**

Last approved: 11/27/21 4:23 am

Last edit: 04/06/23 4:51 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Indigenous Perspectives

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

## In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

## Approval Path

1. 04/06/23 4:07 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/06/23 4:46 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/06/23 4:52 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 04/27/23 1:24 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jan 24, 2019 by mstevenson
2. Nov 27, 2021 by Leszek Apouchtine



Name	E-mail	Phone/Ext.
<del>Matt Stevenson</del>	<del>mstevenson@vcc.ca</del>	<del>8392</del>
<a href="#">Andrea Korens</a>	<a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a>	<a href="tel:8661">8661</a>
<a href="#">Claire Sauve</a>	<a href="mailto:csauve@vcc.ca">csauve@vcc.ca</a>	<a href="tel:8679">8679</a>
<a href="#">Sarah Murray</a>	<a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a>	<a href="tel:8668">8668</a>

Banner Course Name: Indigenous Perspectives

Subject Code: CNSK - Counselling Skills

Course Number: 1510

Year of Study: 1st Year Post-secondary

Credits: 2 ~~1.5~~

Bridge College Code: CO

Bridge Billing Hours: 1.5

Bridge Course Level: 30

#### Course Description:

This course assists ~~will assist~~ students in their roles as a helper by providing awareness of the diversity of Indigenous Nations and cultures, impacts of colonization, and models of healing and wellness. As part of a movement towards reconciliation, students will engage in experiential learning and witnessing and will have the opportunity to incorporate their understanding into their work.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

## Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Acknowledge the historical impacts and current effects of colonization
CLO #2	Describe the diversity of Indigenous communities, cultures, languages, and practices
CLO #3	Identify and describe traditional and contemporary Indigenous models of healing and wellness
CLO #4	Develop deeper awareness of the meaning and spirit of reconciliation from an Indigenous perspective and what that might mean for their clients
CLO #5	Discuss their personal experience of ceremonies and practices and incorporate their experiences into their work
<u>CLO #6</u>	<u>Apply select Indigenous models of healing and wellness within the context of addiction and recovery</u>
<u>CLO #7</u>	<u>Examine challenges related to addiction in the context of historical trauma, systemic oppression, and racism</u>

## Instructional

## Strategies:

Lecture, videos, group discussion/work, experiential group activities, reflective writing, readings, participation in ceremony

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Research paper
Project	25	Case studies and presentation
Assignments	20	Reflective journals
Assignments	10	Discussion questions from the textbook(s)

Type	Percentage	Brief description of assessment activity
Participation	10	Professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                    30 ~~29~~

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:                    30 ~~29~~

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

## Course Topics

### Course Topics:

- Introduction to the Sharing Circle
- Colonial history of Canada (pre-contact, and KAIROS Blanket Exercise)
- Diversity of nations, cultures, communities, ceremonies, and practices
- Historical timeline (Traditional and modern governance, historical and modern treaties, Bill C.31, and the Indian Act)
- Colonial history (Residential School System, day schools, Indian Hospitals and Sanatoriums)

**Course Topics:**

- Colonial history (60s scoop and current context – Youth-in-Care, over-incarceration, intergenerational effects, foster care and adoption)
- Participation in ceremony
- Traditional models of healing and wellness
- Decolonizing addiction: wellness  
models of wellness and recovery

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Counselling Skills Certificate PCG

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 04/06/23 3:42 pm

Viewing: **CNSK 1512 : Pharma & Concurrent Disorders**

Last edit: 04/06/23 4:45 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Introduction to Pharmacology and Concurrent Disorders

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

### In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 04/06/23 3:43 pm  
Andrea Korens  
(akorens): Approved  
for 6093 Leader
2. 04/06/23 3:57 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/06/23 4:45 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 04/27/23 1:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	8661
Claire Sauve	csauve@vcc.ca	8679
Sarah Murray	smurray@vcc.ca	8668

Banner Course Name:	Pharma & Concurrent Disorders
Subject Code:	CNSK - Counselling Skills
Course Number	1512
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces students to the basic pharmacology of psychoactive drugs, and the concept of concurrent disorders. Students will learn about various treatment approaches and options to support clients.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes

#### Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the basic pharmacology of commonly used psychoactive drugs
CLO #2	Explain the basic principles of pharmacology

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

CLO #3	Explain the concepts of tolerance, dependence, and dependence liability
CLO #4	Describe the impacts of concurrent disorders on clients and their experience accessing care and services
CLO #5	Identify treatment approaches and ability to obtain appropriate care

Instructional

Strategies:

Lecture, videos, group discussion/work, reflective exercises, case studies, readings, guest speakers

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Case studies
Assignments	30	Research assignments
Quizzes/Tests	25	
Participation	10	Professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Overview of various mental health diagnoses  
 Pharmacology of psychoactive drugs  
 Tolerance & dependence  
 Therapeutic and toxic effects of psychoactive drugs  
 Presentations of concurrent disorders in addiction clients  
 Overlapping symptoms  
 Client's journey through the system of care  
 Impacts on client/family/society/care providers  
 Spectrum of addiction treatment approaches from abstinence to harm reduction  
 Professional practice

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No



# Course Change Request

## New Course Proposal

Date Submitted: 04/27/23 12:47 pm

Viewing: **CNSK 1515 : Group Facilitation Skills**

Last edit: 04/27/23 12:47 pm

Changes proposed by: trowlatt

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Group Facilitation Skills

Effective Date:

January 2024

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Counselling Skills (6093)

Contact(s)

### In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 04/27/23 1:02 pm  
Andrea Korens (akorens): Approved for 6093 Leader
2. 04/27/23 4:41 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/28/23 9:15 am  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/01/23 10:51 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	8661
Claire Sauve	csauve@vcc.ca	8679
Sarah Murray	smurray@vcc.ca	8668

Banner Course Name: Group Facilitation Skills

Subject Code: CNSK - Counselling Skills

Course Number: 1515

Year of Study: 1st Year Post-secondary

Credits: 2.5

Bridge College Code: CO

Bridge Billing Hours: 2.5

Bridge Course Level: 30

#### Course Description:

This course provides students with the tools and skills of group facilitation through both theoretical and experiential approaches.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes

#### Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe foundational theoretical concepts in group facilitation
CLO #2	Apply effective facilitation skills at each stage of group development (modeling - skill)
CLO #3	Demonstrate self-awareness as a participant and facilitator of groups

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

CLO #4	Recognize the impacts of group work
CLO #5	Identify a diversity of leadership styles and approaches in group facilitation
CLO #6	Maintain professional practice as a group facilitator

Instructional

Strategies:

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Group proposal
Assignments	25	Co-facilitation of a class
Assignments	20	Reflection assignment
Quizzes/Tests	15	
Participation	10	Professionalism

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 36

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 36

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

- Stages of group development
- Group member behaviours, conflicts, communication styles
- Circular causality approach
- Group facilitation skills
- Conflict resolution skills
- Reflective practice
- Leadership styles
- Professionalism in group facilitation
- Working with group participants with addiction
- Family Systems and its impact on the individual

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 04/06/23 3:51 pm

Viewing: **CNSK 1521 : Practicum: Counselling Skills**

Last edit: 04/27/23 12:19 pm

Changes proposed by: akorens

Programs  
referencing this  
course

[115: Counselling Skills Foundations: Mental Health & Addictions](#)

Course Name:

Practicum: Counselling Skills

Effective Date: January 2024

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

### In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 04/06/23 3:53 pm  
Andrea Korens  
(akorens): Approved for 6093 Leader
2. 04/06/23 4:24 pm  
Claire Sauve  
(csauve): Approved for Senior PC
3. 04/06/23 4:44 pm  
Adrian Lipsett  
(alipsett): Approved for CCS Dean
4. 04/27/23 1:24 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	8661
Claire Sauve	csauve@vcc.ca	8679
Sarah Murray	smurray@vcc.ca	8668

Banner Course Name:	Practicum: Counselling Skills
Subject Code:	CNSK - Counselling Skills
Course Number	1521
Year of Study	1st Year Post-secondary
Credits:	11

Bridge College Code	CO
Bridge Billing Hours	5
Bridge Course Level	30

#### Course Description:

This course provides students the opportunity to put the skills and theories that they have learned into practice in social service settings. With a focus on empathy, ethical practice, and self-awareness, students engage directly with clients to solidify their learning.

#### Course Pre-Requisites (if applicable):

CNSK 1502; CNSK 1503; CNSK 1504; CNSK 1505; CNSK 1506; CNSK 1508; CNSK 1509; CNSK 1510; CNSK 1512; CNSK 2509.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Apply empathy and active listening to a client-centred approach while maintaining safe and respectful relationships
CLO #2	Demonstrate self-awareness and practice self-regulation when working in support positions
CLO #3	Create a culturally safe, inclusive therapeutic environment

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

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #4	Apply systems approach to group dynamics and behaviours
CLO #5	Demonstrate ethical practice in written, verbal, and behavioural communication when working with clients
CLO #6	Receive and incorporate feedback for the purpose of personal and professional development
CLO #7	Recognize, contain, and deescalate trauma responses while upholding clients' resiliency and adaptation(s)
CLO #8	Use language grounded in the counselling body of knowledge within community settings

### Instructional

#### Strategies:

At an approved workplace/agency setting, students work under direct supervision of an approved agency supervisor. Once they are familiar with the practicum placement's policies and procedures, students participate in direct client support in individual or groups settings. Students may also attend agency case conferences and perform other related duties to support their learning.

In seminars, instructional strategies include videos, assignments, group discussion/work, reflective practice, peer and instructor feedback.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum		Practicum assessment(s): May be a video presentation for workplace placements, or supervisor assessments for volunteer placements
Assignments		Ethical dilemma (S/U based on 60% passing grade)
Assignments		Case study (S/U based on 60% passing grade)
Assignments		Self-assessment and reflection

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

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 315

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 300

#### Course Topics

##### Course Topics:

- Preparation for a support position (including choice of placement site, letters of application, phone and face-to-face interview techniques, etc.)
- Workplace/agency policies, guidelines, norms, and culture
- Exploration of ethical dilemmas



**Course Topics:**

- Student-led case study discussions
- Practicum experience debriefing
- “In the field” vs in the program
- Self-care, self-regulation, and self-awareness
- Professional boundaries
- Group dynamics
- Feedback and group discussions arising from teachable moments

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Counselling Skills Certificate PCG

Provide a rationale  
for this proposal:

Are there any

### **Additional Information**

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 9, 2023

**ISSUE:** D.3.5 Prior Learning Assessment and Recognition Policy & Procedures

### BACKGROUND:

The policy was last updated in 2017 underwent a full review. Revisions were made to reflect and clearly outline current processes at VCC and align with best practices. An environmental scan of Prior Learning Assessment and Recognition (PLAR) in the post-secondary sector is in progress.

PLAR provides an avenue for recognizing knowledge and skills acquired in a variety of ways outside of the formal education system (e.g., work experiences, self-study, community involvement, etc.) and granting formal credit for them. The revised policy provides more options for students to obtain PLAR.

Key changes to the policy and procedures include:

- Recognition of Indigenous knowledge and ways of being. Assessment of traditional knowledge is done in collaboration with the Indigenous Education and Community Engagement department.
- Introduction of a Credit Bank as a new PLAR option. The Credit Bank is a collection of non-credit learning and training opportunities that have been pre-assessed and determined to be eligible for credit (for example, certain micro-credentials). Students who have successfully completed training listed in the Credit Bank can apply to receive formal credit without having to go through an individual assessment of their skills and knowledge, streamlining the process for both students and the College.
- Inclusion of unpaid or volunteer work, as well as paid work, for worksite assessments.
- Stipulation that the policy may not apply or be superseded by regulatory body or transfer agreement requirements.

### DISCUSSION:

L. Apouchtine, Deputy Registrar, and T. Morgan, Associate Vice President, Academic Innovation, presented initial drafts to Education Policy Committee in September 2022, with a focus on including a Credit Bank (referred to then as a PLAR Library).

Following the meeting, it was decided to undertake a more fulsome policy review, which included further discussions and consultations across the College, including within the Registrar's Office and Student Services. The committee reviewed a revised draft in April 2023.

Committee feedback from both meetings was incorporated into the draft documents. Edits included clarifying language around grading of PLAR ('S' grade) and replacing details on the maximum percentage of PLAR credit with a reference to policies C.1.3 Granting of Credentials and D.3.11 Transfer Credit.

The policy and procedures were posted for College feedback from April 6 to 27, 2023. The only substantive edit requested was to the definition of Transfer Credit, removing references to courses completed "through a professional organization or other agency" since these fall under the category of PLAR, rather than transfer credit. This change has been made. Policy D.3.11 Transfer Credit is currently undergoing review, which may result in a future update of this definition.

The committee reviewed final drafts at its May 3, 2023 meeting. No further edits were requested.

General questions were raised from an equity, diversity, and inclusion (EDI) lens about providing more flexibility and alternative assessments to meet admission requirements, in order to reduce barriers for students. Program admission requirements and course pre-requisites are not eligible for PLAR. While some departments may accept equivalent training or experiences in lieu of specific course pre-requisites, and to some degree admission requirements, more discussion is needed in this area.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revised D.3.5 Prior Learning Assessment and Recognition policy and procedures.

**PREPARED BY:** Sarah Kay, Chair, Education Policy Committee

**DATE:** May 3, 2023



## POLICY

Title	<b>Prior Learning Assessment and Recognition</b>
Policy No.	D.3.5
Approval Body	Education Council
Policy Sponsor	Vice President, Academic & Research
Next Scheduled Review	TBD
Effective Date	DRAFT: April 26, 2023

### CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes that knowledge and skills are acquired in a variety of ways, such as informal and non-credit education, work experiences, training, self-study, travel, recreation, community involvement, Indigenous knowledge and ways of being and other life experiences, outside the formal post-secondary education system.

This policy establishes guidelines regarding the systematic and consistent approach to the assessment, recognition and equivalencies of prior learning experiences for formal credit.

### DEFINITIONS

Prior Learning Assessment and Recognition (PLAR): A structured method of assessing an individual's prior learning or experience to award formal credit.

Credit Bank: A collection of pre-assessed learning and training opportunities from non-credit coursework that has been predetermined to be eligible for credit (assigned or unassigned).

Transfer Credit: The granting of credit for a course successfully completed at another formally recognized educational institution and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript. Refer to policy D.3.11 Transfer Credit.

Program Content Guide (PCG): The general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Course Outline: The essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods.

### SCOPE AND LIMITS

This policy applies to all current or prospective VCC students requesting formal assessment of their prior learning experiences for VCC credit.

This policy may not apply or may be superseded by regulatory body or transfer agreement requirements.

#### **STATEMENT OF POLICY PRINCIPLES**

1. VCC will follow best practices established for PLAR within acceptable standards in the British Columbia Post-Secondary context.
2. VCC supports PLAR initiatives by providing information and assistance to students through the Registrar's Office
3. PLAR is conducted through valid and reliable assessment methods according to best practice and in alignment with assessment methods as set out by the College.
4. PLAR will be assessed by individuals qualified in the appropriate area of expertise, discipline and/or Indigenous knowledge. The standards applied will be equivalent but not necessarily identical to those applied to students enrolled in the course for which credit is requested.
5. Approved PLAR results in credit (assigned or unassigned).

#### **RELATED RESOURCES**

##### Legislation

College and Institute Act, RSBC 1996, c 52

##### Policies

C.1.1 Grading, Progression and Withdrawal

C.1.2 Appeal of Final Grade

C.1.3 Granting of Credentials

D.3.6 Admissions

D.3.6.1 Flexible Admissions

D.3.11 Transfer Credit

##### Procedures

D.3.5 Prior Learning Assessment and Recognition Procedures



## PROCEDURES

Title	<b>Prior Learning Assessment and Recognition</b>
Procedures No.	D.3.5
Approval Body	Education Council
Policy Sponsor	Vice President, Academic & Research
Next Scheduled Review	TBD
Effective Date	DRAFT: April 26, 2023

1. PLAR availability will be identified in the PCG and/or individual course outlines.
2. Each program or course, whether part of a program or otherwise, will determine if PLAR is an acceptable route to acquire formal College credit.
3. Each program will determine the amount of PLAR that will be acceptable for that program, in consideration of factors including, but not limited to, regulatory body requirements, within the allowance in policy C.1.3 Granting of Credentials. This maximum may be impacted by credit(s) received through policy D.3.11 Transfer Credit.

### Requesting PLAR

4. To initiate the PLAR process, students must submit the PLAR Request form to the Registrar's Office and pay a non-refundable PLAR assessment fee.
5. Students may consult with the Department Leader to determine suitability and timelines for PLAR.
6. Students must apply and meet all the admission requirements of a program or be accepted into a program prior to requesting PLAR.

### Assessment Process

7. The chosen assessment methods must be:
  - a. appropriate for the subject or skill area,
  - b. targeted to the learning outcomes or objectives,
  - c. related to competencies and skills required of the course, and
  - d. reflective of the level of achievement expected of any student in that course.
8. Students will be assessed by one or more of the following methods as selected by the program:
  - a. **Challenge Exam:** A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to the learning objectives/outcomes of the course.

- b. **Standardized Test:** Although similar to a Challenge Exam this test is usually developed by someone other than the assessor. It is focused on widely recognized standards that are equivalent to the course objectives.
- c. **Products/Portfolio:** Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist's portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.
- d. **Demonstration/Simulation/Performance Assessment:** Simulation or actual presentation of a candidate's abilities, which may be live, recorded, or videotaped. The demonstration may include but is not limited to such activities as presenting a speech, role-playing a situation, creating a document on a computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.
- e. **Interview:** Oral questioning. The PLAR interview is focused on course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.
- f. **Worksite Assessment:** Similar to a demonstration. The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place of work. Assessment is normally made by faculty assigned to a candidate but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a faculty assessor. The tasks may be part of paid, unpaid, or volunteer work.
- g. **Self-assessment:** Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.
- h. **External Evaluation:** Assessment provided by an expert other than VCC faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by a faculty assessor.
- i. **Indigenous Knowledge and Ways of Being:** Assessment of traditional knowledge in collaboration with the Indigenous Education and Community Engagement department.

### Credit Bank

- 9. The Registrar's office manages and maintains a VCC PLAR Credit Bank.
- 10. Academic areas can request PLAR assessment for entries to the Credit Bank. These requests are assessed and approved collaboratively by the relevant department leader (or delegate), Registrar (or delegate) and the relevant Dean (or delegate), and are processed by the Registrar's Office.

**PLAR OUTCOME**

11. If a request for prior learning is approved:
  - a. Students will be advised by the department
  - b. Credits awarded for a VCC course will be added to the student's academic record, labelled as the appropriate subject, code and course name on a student's transcript under the header of "Prior Learning Assessment and Recognition"
  - c. Credits granted through PLAR are not used in the calculation of the student's GPA
12. Where prior learning can be equated to the learning outcomes or objectives or competencies of a course at VCC, credit will be granted and noted on a student's transcript as "S" (successful).
13. If PLAR is unsuccessful, there will be no listing on the transcript and students will be advised by the department.
14. Students may appeal the outcome of a PLAR assessment under Policy C.1.2 Appeal of Final Grade.

**RELATED POLICY**

D.3.5 Prior Learning Assessment and Recognition Policy





## **PROGRAM RENEWAL**

### **Final Report**

**Architectural Technician Certificate**

**Submitted to**

**David Wells, Vice President Academic & Research**

**Todd Rowlatt, Chair, EQC**

**Natasha Mandryk, Chair, Education Council**

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

**On March 27, 2023**

**By**

Francesco Barillaro, Chair  
Kelly Wightman, Department Leader  
Farhad Falahian, Faculty  
Maurice Della-Savia, Faculty  
Timothy Conklin, Program Assistant  
Lucy Griffith, Dean – School of Trades, Technology, and Design

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## 1 Executive Summary

The CAD & BIM Program (formerly Drafting) is one of the first programs at VCC, established in 1949. Architectural was introduced in 2005 as a 10-month, full-time certificate program using 2D CAD software. In 2008-09, a 3D curriculum in 3rd semester was added. A second-year diploma option was also added to the program in 2010.

The Architectural Technician Certificate program was one of the first-year certificate programs to directly tie to the Diploma Program. The students complete the Architectural Certificate program the first year as their first-year specialty. Much like a major in university, upon entering the second-year, students work on collaborative projects, enhancing their building information modelling (BIM) skills from first year. In the second term, students choose another specialty, either Civil/Structural or Mechanical.

Responding to advice from the PAC, course outlines were revised in the fall of 2021 to reflect current learning demands. Prior to this, the outlines had last been reviewed in 2016. In April 2022, the CAD & BIM Department was accredited by [Technology Accreditation Canada](#). This is a benefit to the program as this national accreditation can lead to better employment opportunities for students.

Because of the COVID-19 pandemic, the program migrated to online delivery in early 2020. In 2021, the department shifted to a condensed, blended delivery model where students study three days a week (two days face-to-face and one day online) from 7:30am-6:30pm. The shift to a condensed, blended model was identified by the department as a solution to increasing enrollment and flexibility for students. Enrollment has grown and a second cohort was added in the 2021-2022 year.

The steering committee for the Architectural Technician Certificate program renewal was struck in April 2022 by David Wells, the VP Academic and Research. The self-study was completed between May and October 2022 and involved data collection from several sources such as departmental records, institutional data, labour market data, annual program reviews, and surveys (former and current students, faculty, educational service support areas at VCC, industry partners). The Architectural Technician Certificate program renewal steering committee discussed and analyzed the data in relation to the six key performance indicators (KPIs):

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

A total of 31 recommendations were put forward by the steering committee in the self-study related to the above KPIs. Key recommendations include reviewing the departmental blended learning model to ensure it meets students' needs and expectations in terms of quality and effectiveness, creating a departmental Moodle strategy to ensure consistency and accessibility for all students, conducting a comprehensive review of learning materials for accuracy and relevancy to market demands, aligning courses with VCC's credit to courses policy, offering

more PLAR options for students, incorporating Universal Design for Learning (UDL) into programming, and working with the VCC Library to ensure Architectural print and electronic materials are current.

The external review team (ERT) met on November 21<sup>st</sup>, 2022, to review the self-study report and conduct a site visit. The ERT submitted its report on December 20<sup>th</sup>, 2022, in which they validated the self-study stating that it was comprehensive with sound methodology. In their report, the ERT made 11 recommendations. Their main recommendations were to consolidate multiple singled credit courses into fewer courses at 3-4 credits (aids with articulation, workload, and organization) and to consider templating the Moodle shells for greater consistency across courses and instructors.

The steering committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the Architectural Technician program administrative team, with feedback from the department, 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. The external review team received the self-study report on November 7<sup>th</sup>, 2022.

### 2.2 Program Strengths

Throughout the self-study process, the following strengths of the program were identified.

- There is strong Program Advisory Committee (PAC) support with consistent and engaged members who provide valuable input.
- The curriculum is robust and designed specifically for immediate job placement. Curriculum includes:
  - Current architectural design concepts
  - Standard and advanced building construction techniques
  - Local and national building code implementation
  - Extensive use of 2D CAD & 3D BIM software
  - Residential and commercial construction site visits
  - Visits to Trade shows and architect firms
- Graduates have been directly employed by industry for the past 17 years.

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

### 2.3.1 Curriculum and Instruction

#### Program Structure

##### Delivery Format

The Architectural Technician Certificate is a 40-credit, 10-month, full-time program comprised of twenty courses delivered in a condensed schedule of three days a week from 7:30am-6:30pm at the Downtown Campus. The program is delivered in a blended format, two days in class and one day online.

Student response to the delivery model has been positive.

- 61% of respondents in the student survey indicated they prefer to study in a blended format while 22% indicated they prefer online.
- In a recent poll conducted with current students, 80% of respondents (20 out of 25) indicated they like the program's blended delivery model and 96% (24 out of 25) indicated they like the program's condensed schedule.

Here is the structure of the Architectural Technician Certificate Program:

TERM	COURSE	#	COURSE NAME	CREDITS
<b>Term 1</b>	DRFT	1010	CAD Drafting Fundamentals	4.0
	DRFT	1011	CAD Drafting Applied	3.0
	DRFT	1012	Office & Construction Site Safety	1.0
	DRFT	1013	Construction Mathematics	1.0
<b>Term 2</b>	DRFT	1270	Residential Design	1.0
	DRFT	1271	Site Planning	1.0
	DRFT	1272	Codes & Regulations 1	1.0
	DRFT	1273	Construction Assemblies 1	1.0
	DRFT	1274	Single Family Residences	5.0
	DRFT	1275	Codes & Regulations 2	1.0
	DRFT	1276	Construction Assemblies 2	1.0
	DRFT	1277	Multi Family Residences	3.5
	DRFT	1278	Drawing Plan Reading	0.5

<b>Term 3</b>	DRFT	1370	Technical Communication	1.0
	DRFT	1374	Introduction To 3D & BIM	3.5
	DRFT	1371	Codes & Regulations 3	1.0
	DRFT	1373	Construction Assemblies 3	1.0
	DRFT	1374	Commercial Retail Buildings	3.0
	DRFT	1375	Commercial Layouts Using BIM	6.0
	DRFT	1326	Job Search	0.5
				<b>40 Credits Total</b>

### Program Design

Each course in the Architectural Technician Certificate program is progressive and builds knowledge and skills to better equip the student for employment. Courses incorporate other drafting disciplines that encompass building technology learned in other CAD & BIM programs.

Students who continue their studies in the Diploma program choose a second specialty – either Civil/Structural or Mechanical – and enhance their skills by working in teams and designing and problem-solving projects together. The additional specialty in second year allows graduates to be more employable in industry upon graduation.

### Entry Requirements

Entry to the Architectural Technician Certificate program is relatively straightforward and would be considered a low barrier entry with minimal requirements for high school graduates. A key finding from the self-study is that the direct entry to Term 2 pathway for high school students needs to be revised as these students would be missing some key competencies taught in Term 1.

### Prior Learning Assessment and Recognition (PLAR)

Currently, PLAR for the Architectural Technician Certificate Program is only available for these courses:

- DRFT 1010 CAD Drafting Fundamentals
- DRFT 1011 CAD Drafting Applied
- DRFT 1013 Construction Mathematics

The CAD & BIM Department can do better to increase PLAR opportunities for students as there are several benefits to PLAR, such as increasing access to education, increasing student self-esteem, and validating learning acquired through a student's work and life experiences.

### Comparative Analysis of Programs

VCC's Architectural Technician Certificate was compared with the following three programs (via an internet search):

- Kwantlen Polytechnic University (KPU) *Computer Aided Design & Drafting Certificate*
- British Columbia Institute of Technology (BCIT) *Architectural and Structural CADD and Graphics Technician (Architectural Option) Certificate*
- University of the Fraser Valley (UFV) *Architectural Drafting Technician Certificate*

Summary of findings:

- Admission requirements are comparable
- Program duration is about equal for all programs (38-40 weeks)
- VCC and BCIT's tuition is highest of all certificate programs compared
  - BCIT \$6900
  - VCC \$6800
  - UFV \$5900
  - KPU \$5500
- Main differences in course offerings:
  - BCIT offers courses on Project Management and Urban Design
  - UFV offers a course on Civil Drafting and Surveying
- UFV reports textbook cost of \$400, BCIT \$1300, and no data from KPU (With a greater emphasis on [Open Education Resources](#) (OER), VCC may be able to reduce our textbook cost significantly)

### **Program Learning Outcomes**

Industry and PAC demands continue to inform the program learning outcomes, with continued emphasis on 3D modeling and team collaboration. In Term 1, students learn the fundamentals skills of drafting using 2D AutoCAD. These skills are essential moving forward for working in industry. In Term 2, students are introduced to the fundamentals of residential architecture and continue using 2D CAD. In Term 3, students are introduced to the fundamentals of commercial architecture using 3D modelling & BIM (Building Information Modelling) software. At the end of the program, students create a portfolio and resume for the job market.

### **Curriculum Alignment**

#### Curriculum Mapping

Instructors used this [Curriculum Links Mapping Tool](#) to check for alignment across all elements of their courses (course learning outcomes, program learning outcomes, assessment strategies, and teaching/learning activities). Overall, the program is well-aligned and most course learning outcomes across the 20 courses contribute to the program-level learning outcomes. Areas of misalignment were discovered in DRFT 1010, 1012, 1013, 1270, 1276, 1326, 1370, and 1373.

Program learning outcomes in Term 1 and the early part of Term 2 are generally addressed at an introductory and developmental level. From DRFT 1274 and onwards, students are expected to demonstrate their learning at a more advanced level.

In terms of assessments, there is an appropriate mix of lower-order and higher-order levels of understanding. Ten percent (10%) of assessments across the program require students to remember or understand concepts (lower-order thinking), 35% ask students to apply and/or analyze concepts (higher-order thinking), and 55% of student assessments require them to evaluate and/or create (higher-order thinking).

Teaching and learning activities are well-aligned with the assessment methods and course learning outcomes. Instructional strategies throughout the program include project-based learning and problem-solving activities with instructional presentations and laboratory work using Autodesk Revit Architecture, AutoCAD, and Sketchup. Throughout the program students engage in group work, interactive activities, and reflection. Students also participate in field trips including site visits and trade shows.

#### Compliance with VCC Policy

The Architectural Technician Certificate program complies with VCC's Granting of Credentials [Policy](#) and [Procedures](#) (Policy C.1.3). However, the courses themselves do not align with VCC's Assignment of Credits to Courses [Policy](#) and [Procedures](#) (Policy C.1.4). The department will work with the Registrar's Office and VCC's Education Council to address this and ensure that the program and courses are aligned with policy.

#### Alignment with VCC's Strategic Innovation Plan

The Architectural program strives to be in line with [VCC's Strategic Innovation Plan](#) and its [Academic Innovation Priorities](#), and faculty and staff recognize this work takes time.

In terms of **Indigenization**, the department has begun its journey and has worked with IECE to create a meaningful land acknowledgement that is now included in all the Moodle shells. Faculty and staff are committed to continuing to learn, collaborate, and reflect as they work towards greater Indigenization.

In terms of **JEDI**, classrooms are modelled to be inclusive to all students. The CAD & BIM department will continue to look at ways (e.g., collaborate with VCC Disability Services and VCC's Centre for Teaching, Learning and Research) to ensure classrooms are inclusive by further exploring inclusive teaching strategies and UDL. The department is also committed to ensuring that field trips are accessible to all students.

The Architectural Technician program is learner-centred, which contributes to a positive **student experience**. Regular field trips also enhance the student experience. From early in the academic year, students can see, feel, and hear what the Architectural industry is doing.

In terms of **educational delivery**, the blended delivery model in the department has been successful. The department has also implemented more OERs. Each year, the department budgets for new and innovative software and hardware.

The program went through a costing model that has been approved VCC's Finance Audit Committee and Board of Governors. The costing model looked at comparable programs and tuition has been determined to be **fiscally sustainable** for the college and affordable for students.



## Curriculum Quality

PAC members meet regularly with program faculty to inform of changes in industry practices. In 2021, most course outlines in the Architectural Technician program were updated to ensure current industry practices were reflected in the curriculum and instructional strategies.

90% of assessments in the program require students to engage in higher-order thinking (e.g., apply, analyze, evaluate, create). The Architectural program supports an authentic assessment strategy as opposed to traditional exams or quizzes. Authentic assessments ask students to apply their knowledge to real-world situations. This form of assessment support student success in that 1) it helps students to develop critical thinking and problem-solving skills, 2) it focuses on what students have learned by looking at their application of knowledge, 3) it requires students to make judgements about what information and skills they will need to draw on to solve the problem, and 4) it asks students to answer questions and solve problems in similar ways to Architectural Technicians in the field.

### 2.3.2 Student Outcomes

#### Student Advancement Key Findings

- A second cohort was added in the 2021-22 fiscal year due to high demand. The program currently has 30 students over the two cohorts.
- Enrollment data (2017-18 to 2020-21) indicate steady enrollment during this period (18 students, 20 students, 17 students, and 18 students respectively).
- Just over half of students fall between the 20-30 age range. There has been a significant increase in sub-20 students (6% of the total student population in 2017-18 to 29% in 2021-21). These findings are confirmed by the 2017-21 DACSO report where 79% of respondents were 29 years old or younger (median age was 25).
- Attrition has been low during the last four fiscal years: 2017-18 (no attrition), 2018-19 (one student), 2019-20 (no attrition), 2020-21 (three students).
- In the 2020-21 fiscal one student self-identified as Aboriginal, which is the first self-identified Aboriginal student the program.
- International student enrollment has increased significantly to seven students in 2020-21, from two in 2019-20 and three in 2018-19.
- There has been a decline in female students since the 2018-19 fiscal year (60% in 2018-19, 41% in 2019-20, and 39% in 2020-21). This is confirmed by the 2017-21 DACSO report where less than half (39%) of respondents were female.
- 89% of respondents in the student survey (16 students) had 0-5 years' experience as a an architectural or CAD Technician before entering the program. 11% (2 students) had over 10 years of experience.

#### Student Satisfaction Key Findings

##### Key Findings from DACO (2016-2020)

- 36% of graduates pursued further studies.
- 100% of those who pursued further studies said that the VCC Architectural Technician program prepared them well.

- Of those who advanced their studies, 75% were studying in disciplines very related to the Architectural Technician program and 13% in disciplines somewhat related.
- 73% of respondents were in the labour force, of which 66% were employed.
- 84% of those employed were employed full-time, 85% were employed in a permanent job, and 55% were employed in training-related jobs.
- Of those that were employed, 31% were working in the [Drafting Technologists and Technician category \(NOC 2253\)](#) and 21% in the [Architectural Technologists and Technicians category \(NOC 2251\)](#) (17% were in unclassified occupations).
- 74% of the graduates found employment within 2 months.
- 80% found skills and knowledge gained was useful or very useful in performing their job.
- 84% said they were very satisfied or satisfied with the education they received.

There were few student comments in the DACSO report. Those that did comment wanted increased opportunities for practicum and/or field work, more in-depth training with new software programs, and more updated materials to reflect current industry trends.

#### Key Findings from Course Evaluations

- 93% of those who responded strongly agree or agree that the course materials and content enhanced learning and prepared them for success.
- 92% of those who responded strongly agree or agree that the courses met their expectations.
- 96% of those who responded strongly agree or agree that the course activities and assignment were engaging, relevant, clear, and helpful for learning.
- 95% of those who responded strongly agree or agree that learning environment supported learning and helped them to learn.
- 94% of those who responded strongly agree or agree that the online learning environment was helpful to their learning.
- According to the course evaluation long responses, students were satisfied with:
  - the pacing of courses
  - the amount of material covered
  - the positive learning environment
  - the professional and well-organized instructors
  - the formative feedback received
  - project-based learning
  - blended learning
- According to the long responses, some students were dissatisfied with the time spent on peer-to-peer feedback, limited instructor knowledge on certain topics, and limited student-teacher time.

#### Key Findings from the Student Survey

- The student survey was completed by 18 students who completed the program last year.
- 17 students agree or strongly agree that the courses are relevant to their career goals.
- 15 agree or strongly agree that the instructors create an atmosphere conducive to learning.
- 11 students agree or strongly agree that they are satisfied with the program, 3 neither agree or disagree, and 3 disagree or strongly disagree.

- Students commented positively on the practical and hands-on nature of the program and the teamwork they engaged in.
- In terms of suggestions for improvement, students would like to see more Revit, more demonstrations, more updated materials, better use of Moodle, better organization of some courses and lectures, and smaller more specific tasks/projects and real-world challenges.
- 13 stated they would recommend the program to family or friends.

*Key Findings from the End-of-Program Survey (Sept 2020-June 2021 cohort)*

- The survey was completed by 7 of 18 students.
- All 7 students agree or strongly agree that they are satisfied with the program and that the training they received met their expectations.
- 5 said they would return to complete the diploma (one was unsure, and one said No).
- In terms of areas for improvement, 5 students feel there should be more group work and 4 feel there should be more opportunities for practice.
- While all respondents felt that the course schedule supported their work, study, and personal commitments, 2 students did say they preferred a 4-day schedule at 8 hours a day rather than the 3-day condensed schedule.

### 2.3.3 Program Planning and Administration

#### Articulation

CAD & BIM faculty member Ron Palma is the new chair of the BC Drafting Technologies Articulation Committee (BCDTAC) committee. The department plans to work collaboratively with the British Columbia Council on Admissions & Transfer (BCCAT) to address credit transfer challenges and opportunities. The department is also currently working with high schools for advance placement into any CAD & BIM program offered and will be providing high schools with the curriculum to enable students to advance directly into Term 2.

#### Accreditation

The CAD & BIM department was accredited by [Technology Accreditation Canada](#) (TAC) in April 2022. This accreditation validates the high quality of education the department delivers.

#### Program Planning

The department will be applying for CD Funds this year to renew the program based on the final recommendations in this report and previous annual report action plans. The department has also discussed the possibility of name change for the CAD & BIM Department. Future students with no experience in the field may be unfamiliar with the terms CAD and BIM.

The Architectural Technician Certificate Program is growing with two cohorts now. Future planning will need to address the impacts this growth may have on staffing, classroom space, and student support.

The self-study team assessed labour market data information from the Work BC [Architectural Technologists & Technicians \(NOC 2251\)](#) and [Drafting Technologists & Technicians \(NOC 2253\)](#)

Career Pages and [Emsi](#) occupation overview reports generated by VCC IR. Curriculum revisions will take into account the top specialized and top common skills outlined in these reports.

### **Marketing and Recruitment**

The latest marketing campaign was the VCC Effects billboard campaign, which ran from October 1 to mid-November 2022. Kelly Wightman and Tim Conklin visit high school drafting programs beginning in early spring and all programs in the department. Kelly Wightman is building a relationship with VCC's Indigenous Education & Community Engagement (IECE) department. Kelly has discussed the program at length to Clay Little (Associate Director, IECE). She has provided IECE with flyers to take along with them when they are visiting communities. The CAD & BIM department is vastly engaged at [Experience VCC](#), has a solid social media presence, and offers twice-monthly info sessions.

### **Succession Planning**

Kelly Wightman and Tim Conklin have begun the process of creating a succession plan for Department Lead and Department Assistant. They have created a year-in-a-glance to document duties throughout the year. Discussions with Architectural instructors regarding retirement have commenced and the program is currently increasing its term instructor pool.

#### **2.3.4 Faculty and Staff**

##### **Area Hiring Criteria**

Gaps in faculty hiring criteria identified include:

- Years of experience: VCC asks for 8 years, which can be difficult to fill (our competitors ask for 5-6 years).
- Canadian experience: A lack of Canadian experience could lead to instructors not fully understanding the building code (Our competitors ask for Canadian or North American experience)
- Software Experience: the current job description states experience with Revit Architecture and SketchUp *is desirable*; however, experience with these software programs is now required.

##### **Professional Development**

Faculty attend various conferences and seminars helping to align their classes to current industry standards.

##### **Industry/Professional Associations and Connections**

Associations faculty are involved with include [BOABC](#) and [NKBA](#).

##### **Workload**

Architectural faculty work on a three-day 25-hour duty week, with the students' classroom schedule set at 8.33 hours per day. During non-instructional hours, instructors perform assigned duties such as marking, attending department meetings, liaising with industry, lesson

planning, and developing teaching materials. This workload schedule was implemented 2020/2021 academic year and has been successful, according to student feedback and the student surveys. The instructors have expressed no concerns with this workload profile and are invited to offer ideas regularly at department meetings.

### 2.3.5 Program and Student Support Services

We surveyed nine service areas (Advising, Counselling, Disability Services, Financial Aid, IECE, International Education, Learning Centre, Library, Registrar's Office)

The following are the key findings to emerge from the survey.

- Counselling can offer additional workshops on stress management and self-care and two new workshops from BC Campus – “Starting a Conversation About Mental Health” and “Starting a Conversation about Suicide”.
- Disability Services did have some concerns over the condensed schedule's impact on student well being.
- Disability Services can provide further support to the department with UDL principles and making academic materials more accessible.
- The use of CAD in names of more than one program in the department can cause some confusion when Financial Aid connects with Student Aid BC for student loans.
- IECE wanted to know if program promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices and whether the [TRC Calls to Action](#) and [UNDRIP](#) are reflected in the program renewal.
- IECE can provide holistic support services for Indigenous students and asks the department to consider early intervention for Indigenous students at risk of not completing the program.
- International Education can further support the program and students with employment resources and information related to post-graduation work permit eligibility.
- The Learning Centre asks that the department keep information about the Learning Centre and its services updated for students.
- Current materials in the library may not cover all areas within the program.
- VCC Library has asked the department to connect with the liaison librarian regarding departmental needs, library resources and materials for the program.

### 2.3.6 Learning Environment (Physical and Online)

Classrooms accommodate 18 students and are equipped with all relevant software for students. In the student survey, 14/18 students agreed or strongly agreed that the classroom set up is comfortable and facilitates learning (3 students neither agreed or disagreed and 1 student disagreed). No student issues regarding physical learning spaces were reported in the student survey, end-of-program survey, or DACSO report.

Regarding online learning, 94% of those who responded in the course evaluations strongly agree or agree that the online learning environment is helpful to their learning. Regarding Moodle, 50% of respondents in the student survey found Moodle very useful, 11% found it extremely useful, and 39% found Moodle somewhat useful. There are some areas for improvement with the departmental Moodle strategy as noted in the student comments.

In terms of learning resources, there were several comments in the student survey and DACSO report emphasising the need to update some of the learning materials.

## 2.4 Self-Study Recommendations

Table 1 contains the recommendations made by the Architectural Technician Program Renewal Steering Committee.

**Table 1 Self-Study Recommendations**

KPI	Recommendations
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Address all the areas of curriculum misalignment we discovered during the curriculum mapping process (Courses 1010, 1012, 1013, 1270, 1276, 1326, 1370, 1373).</li> <li>• Further align our curriculum and program priorities with VCC's Strategic Innovation Plan, namely the Indigenization and JEDI Academic Priorities.</li> <li>• Reach out to VCC Disability Services and the Centre for Teaching, Learning, and Research to learn more about inclusive teaching and <a href="#">Universal Design for Learning</a>.</li> <li>• Connect with Disability Services to learn how we can make student field trips universally accessible (<a href="#">universal design for accessible field trips</a>).</li> <li>• Work with VCC's Registrar's Office and Education Council to ensure our courses are aligned with VCC's Assignment of Credit to Courses Policy &amp; Procedures (Policy &amp; Procedures C.1.4).</li> <li>• Offer more PLAR options so students may validate learning gained through their professional and life experience.</li> <li>• Update our program's direct entry to Term 2 pathway for high school students who have completed Drafting 11 and 12.</li> <li>• Create more space in the curriculum for students to identify and use various software packages for specific tasks (PAC recommendation).</li> <li>• Update our curriculum to include Project Management and Planning &amp; Urban Design elements to our program.</li> <li>• Enhance the Civil Drafting and Surveying components of our program.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• As our international student population continues to grow, review our instructional practices to ensure that the challenges international students may face in the program are addressed.</li> <li>• Review our blended delivery model to ensure it meets our students' needs and expectations in terms of quality and effectiveness.</li> <li>• Revise program curriculum and instructional practices to support and align with the qualitative data taken from the DACSO report, course evaluations, student survey, and end-of-program survey on how to improve the program.             <ul style="list-style-type: none"> <li>○ <u>From DACSO</u>: Increased opportunities for practicum and/or</li> </ul> </li> </ul>

	<p>field work, more in-depth training with new software programs, more updated materials to reflect current industry trends.</p> <ul style="list-style-type: none"> <li>○ <u>From Course Evaluations</u>: Help students to see the benefits of student-student support and teaching, more support for students on how they can effectively teach and help others in the class, ensure instructors have the requisite knowledge for all topics, timely feedback on student assignments, increased student-instructor interaction during classes.</li> <li>○ <u>From the Student Survey</u>: more Revit, more demonstrations, more updated materials, better use of Moodle, better organization of some courses and lectures, and smaller more specific tasks/projects and real-world challenges.</li> <li>○ <u>From the End-of-Program Survey</u>: more group work, more opportunities for practice.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>● Address the opportunities for improvement identified by the <a href="#">Technology Accreditation Canada</a> (TAC) Audit Committee.</li> <li>● Explore alternative names for our department where the Architectural Technician Certificate program is housed. CAD &amp; BIM may not well-known terms for future students.</li> <li>● Analyze whether more resources are required to support the growth in students in our program (we have recently gone from one cohort to two).</li> <li>● Review our curriculum to ensure that the top specialized skills and common skills outlined in the architectural technologists &amp; technicians and drafting technologists &amp; technicians occupational reports are being taught throughout the program.</li> <li>● Complete the succession plan for our program area.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>● Modify hiring criteria to adjust years of experience, include a Canadian industry experience requirement, and update software experience requirement.</li> <li>● Explore a faculty teaching model where speciality instructors can teach the basic core curriculum across all the programs in the CAD &amp; BIM department.</li> </ul>
<b>Program and Student Support Services</b>	<ul style="list-style-type: none"> <li>● Connect with Counselling and Disability Services to learn more about the workshops they can offer to our department and students.</li> <li>● Invite Disability Services to departmental meetings and student orientations to help inform our department and students of their services.</li> <li>● Work with Disability Services and the Centre for Teaching Learning and Research to learn more about Universal Design for Learning and student accessibility.</li> <li>● Review and revise our curriculum and teaching practices to make sure they promote the integration of Indigenous knowledge, perspectives, and ways of being.</li> <li>● Help make our international students aware that VCC International Education can support them with employment resources and post</li> </ul>

	<p>graduate work permits.</p> <ul style="list-style-type: none"> <li>• Ensure our international students are informed in a timely manner of their specialty options for Year 2.</li> <li>• Connect with our program's liaison librarian at the VCC Library to ensure that Architectural print and electronic materials are current.</li> <li>• <i>VCC Learning Centre</i>: Keep information about the Learning Centre and its services updated for students through Moodle, advise the Learning Centre when programming changes are made so that they can realign their support if needed, and add Learning Centre tours and learning strategies workshops to the curriculum.</li> <li>• Advise the Registrar's Office of students' Year 2 specialty in a timely manner (for Architectural students moving on to the Diploma).</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Complete a comprehensive review of our learning materials to ensure accuracy of information and relevancy to market demands.</li> <li>• Create a departmental Moodle strategy to ensure consistency, navigability, and accessibility for all students.</li> </ul>

### 3 External Review Report Summary

On November 21<sup>st</sup>, 2022, the external review team (ERT) team consisting of Daryl Massey, CADD Technologies Department Instructor at KPU, and Eric Lee, Principal and Design Director at VICTORERIC Design & Build, convened to review the self-study report and meet with the Architectural Technician Program faculty, students, department leader, dean, and program assistant. The ERT also toured the Architectural Technician facilities at the downtown campus.

The ERT found the self-study to be comprehensive and evidence based. Having said this, they did feel that the comparative analysis was not in-depth enough to fully understand the equivalence of the curriculum and could lead to misleading conclusions. They also felt the survey tool for the student services support questionnaire should be more specific to the program (not generic).

The ERT highlighted the following strengths of the program:

- Quality of instruction
- VCC's reputation as a trades training school
- Up-to-date facilities provided for students (e.g., VR Room and 3D printers)
- Downtown location (convenience and near many construction sites for site visits)
- VCC's niche and brand identity in the industry as a vocational school that trains students to be field ready
- Field trips and guest speakers
- Condensed schedule (but they did point out a need to monitor student productivity near the end of the day)



They noticed the following areas for improvement:

- The organization/structure of the program is confusing and onerous (many courses and Moodle sites to manage). This unique course structure creates challenges for transfer and articulation in that it results in an "all of this" = "all of that" form of Block articulation where failure in a single course breaks down the articulation pathway. Historically, there have been difficulties to articulate with VCC.
- 3 out of 6 students interviewed expressed an intent to continue in their studies after the program; however, the student intent was not reflected in the self-study.
- Moodle templating for more consistency across courses and instructors.
- Reassess the time allocated for each project. Students commented that for some course projects there was too much time and for others not enough time allowed for.
- More asynchronous learning activities within the program.
- Concern that students many not have suitable time to synthesize information and reflect on their learning before moving on to new course workloads.
- The ERT were not shown any current student work during the external review and felt this would be beneficial for assessing outcomes of the program.

The ERT made 11 recommendations, which are organized by KPI in Table 2.

**Table 2 External Review Report Recommendations Organized by KPI**

KPI	EXTERNAL REVIEW REPORT RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• With the increase in foreign students, it may be good to bolster the learning components of wood frame construction as this is not a common type of construction for many foreign countries.</li> <li>• More emphasis on AutoCAD keystrokes in order to help them develop a "hybrid" interface performance between Toolbar and Keystroke more in line with industry practice.</li> <li>• Plan for more workplace/career preparation.</li> <li>• Encourage faculty to incorporate new "for-grades" curriculum in VR, Rendering and 3D Modeling in order to utilize the new 3D Lab space.</li> <li>• Consolidate multiple courses into fewer courses (aids with articulation, workload). Many current courses are single week courses worth a single credit. 3 to 4 credit courses would seem to be a more reasonable organization.</li> <li>• Reassess the time allocated for each project. Students commented that for some course projects there was too much time and for others not enough time allowed for.</li> <li>• Develop more asynchronous learning/activities within the program.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Incorporate ways to encourage students to consider, or plan for, post-Certificate/Diploma studies for improved workplace opportunities and professional development.</li> </ul>

<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>Contact alumni for career mentors (tie this in with alumni reception).</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>Encourage instructors to utilize PD time so that they stay relevant with the trends and new technologies in the industry.</li> </ul>
<b>Student Support Services</b>	None
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Moodle templating for more consistency across courses and instructors</li> </ul>

In their concluding comments, the ERT recognized the success and reputation of the program. Although they did not examine any student work, the high rate of employment is a good indicator of the program's success. They did point out again that the unique organization of the courses and lack of synchronicity to other institutions may be underserving student future needs. They were happy to see the renewal process supported by the dean and CTLR. They believe the program is set to continue as a quality Architectural program.

## 4 Response to External Review Report

### 4.1 Department Response

The opportunity to have a be involved in the program renewal was not only a great learning experience, but to find room for improvement not only in the Architectural certificate program but in the entire department. The information that is derived from the renewal will be valuable to the success, growth, and future of the CAD & BIM Department.

From the outcomes and recommendations, the department has applied for funding, both SIEF (Service Innovation and Enhancement Fund) AND CD (Curriculum Development) funds to improve the structure of the department's programs.

It became apparent during the process that not only in the Architectural Program courses, but all courses throughout the department that the courses and credit hours do not align with VCC policy **Assignment of credits to courses C.1.4**

The department will review the courses to combine half credit and one credit course to align with other courses in the program. Allowing students, the time to complete the courses will impact the student's success. In addition, this will enable the department to articulate with other colleges that historically have not been successful. The value articulation agreements are valuable for students and college, providing access to our programs.

The reviewer's suggestion regarding streamlining the Moodle courses is appreciated. The department is currently taking action and working with CTLR (Centre for Teaching, Learning, and Research) to design a template that will implement UDL (Universal Design for Learning) and be employed department wide.

## 4.2 Dean Response

The opportunity to be involved in this process is appreciated, I would like to start by thanking all involved and for sharing thoughts and feedback regarding the Architectural certificate program and the entire CAD & BIM department. I am pleased to hear from the department that the program renewal process was a great learning experience and that opportunities to identify areas of improvement for the department were made.

The efforts in applying for funding from both the SIEF and CD funds to improve the structure of the department's programs is greatly appreciated. This funding will be valuable to the success, growth, and future of the CAD & BIM department.

During the renewal process, it became apparent that the courses and credit hours do not align with VCC policy Assignment of credits to courses C.1.4. The department has already begun reviewing the courses to combine half credit and one credit course to align with other courses in the program. This will provide students with more time to complete the courses and ultimately impact their success. Additionally, this will enable the department to articulate with other colleges that historically have not been successful. We recognize the value of articulation agreements for our students and the college as a whole.

I appreciate the reviewer's suggestion regarding streamlining the Moodle courses and am pleased to hear that the department is taking action on this front. Working with CTRL to design a template that will implement UDL and be employed department wide is a great step forward.

I fully agree that it is important to conduct a comprehensive review of the departments learning materials to ensure the accuracy of information and their relevance to market demands. Considering this, we can utilize our PAC (comprised of faculty members, subject matter experts, and industry professionals) to review and support the update of our learning materials. This review process should be ongoing to ensure that the materials remain up-to-date and relevant.

The contributions and suggestions made throughout this process is extremely valuable. These initiatives will help us to provide an even better learning experience for our students and help us to continue to stay at the forefront of our education within the industry.

## 5 Final Recommendations

The following table includes final recommendations based on the self-study and external review team's findings. Repeated recommendations have been removed and some recommendations have been combined into this final list, grouped by priority within each KPI.

**Table 3 Final Recommendations Organized by KPI**

KPI	FINAL RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>Address all the areas of curriculum misalignment we discovered during the curriculum mapping process (Courses 1010, 1012, 1013, 1270, 1276, 1326,</li> </ul>

	<p>1370, 1373).</p> <ul style="list-style-type: none"> <li>• Further align our curriculum and program priorities with VCC’s Strategic Innovation Plan, namely the Indigenization and JEDI Academic Priorities.</li> <li>• Reach out to VCC Disability Services and the Centre for Teaching, Learning, and Research to learn more about inclusive teaching and <a href="#">Universal Design for Learning</a>.</li> <li>• Connect with Disability Services to learn how we can make student field trips universally accessible (<a href="#">universal design for accessible field trips</a>).</li> <li>• Work with VCC’s Registrar’s Office and Education Council to ensure our courses are aligned with VCC’s Assignment of Credit to Courses Policy &amp; Procedures (Policy &amp; Procedures C.1.4).</li> <li>• Consolidate multiple courses into fewer courses (aids with articulation, workload). Many current courses are single week courses worth a single credit. 3 to 4 credit courses would seem to be a more reasonable organization.</li> <li>• Develop more asynchronous learning/activities within the program.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Offer more PLAR options so students may validate learning gained through their professional and life experience.</li> <li>• Update our program’s direct entry to Term 2 pathway for high school students who have completed Drafting 11 and 12.</li> <li>• Update our curriculum to include the process of Project Management to our program.</li> <li>• Enhance the Planning &amp; Urban Design and Civil Drafting &amp; Surveying elements of the program.</li> <li>• Plan for more workplace/career preparation: Advise students on career expectations, professional development opportunities, and opportunities for further studies.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Create more space in the curriculum for students to identify and use various software packages for specific tasks (PAC recommendation) - explore micro-credential option.</li> <li>• Encourage faculty to incorporate new “for-grades” curriculum in VR, Rendering and 3D Modeling in order to utilize the new 3D Lab space.</li> </ul>
<b>Student Outcomes</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• As our international student population continues to grow, review our instructional practices to ensure that the challenges international students may face in the program are addressed.</li> <li>• Review our blended delivery model to ensure it meets our students’ needs and expectations in terms of quality and effectiveness.</li> <li>• Revise program curriculum and instructional practices to support and align with the qualitative data taken from the DASCO report, course evaluations, student survey, and end-of-program survey on how to improve the program.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <u>From DACSO</u>: Increased opportunities for practicum and/or field work, more in-depth training with new software programs, more updated materials to reflect current industry trends.</li> <li>○ <u>From Course Evaluations</u>: Help students to see the benefits of student-student support and teaching, more support for students on how they can effectively teach and help others in the class, ensure instructors have the requisite knowledge for all topics, timely feedback on student assignments, increased student-instructor interaction during classes.</li> <li>○ <u>From the Student Survey</u>: more Revit, more demonstrations, more updated materials, better use of Moodle, better organization of some courses and lectures, and smaller more specific tasks/projects and real-world challenges.</li> <li>○ <u>From the End-of-Program Survey</u>: more group work, more opportunities for practice.</li> </ul>
<b>Program Planning and Administration</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>● Review our curriculum to ensure that the top specialized skills and common skills outlined in the architectural technologists &amp; technicians and drafting technologists &amp; technicians occupational reports are being taught throughout the program.</li> <li>● Complete the succession plan for our program area.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>● Explore alternative names for our department where the Architectural Technician Certificate program is housed. CAD &amp; BIM may not well-known terms for future students.</li> <li>● Analyze whether more resources are required to support the growth in students in our program (we have recently gone from one cohort to two).</li> <li>● Contact alumni for career mentors (tie this in with alumni reception)</li> </ul>
<b>Faculty and Staff</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>● Modify hiring criteria to adjust years of experience, include a Canadian industry experience requirement, and update software experience requirement.</li> <li>● Encourage instructors to utilize PD time so that they stay relevant with the trends and new technologies in the industry.</li> </ul>
<b>Student Support Services</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>● Work with Disability Services and the Centre for Teaching Learning and Research to learn more about Universal Design for Learning and student accessibility.</li> <li>● Review and revise our curriculum and teaching practices to make sure they promote the integration of Indigenous knowledge, perspectives, and ways of being.</li> </ul>

	<ul style="list-style-type: none"> <li>• Connect our international students with VCC International student services when they may be struggling academically.</li> <li>• Connect with our program’s liaison librarian at the VCC Library to ensure that Architectural print and electronic materials are current.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Connect with Counselling and Disability Services to learn more about the workshops and support for students.</li> </ul>
<b>Learning Environment</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Complete a comprehensive review of our learning materials to ensure accuracy of information and relevancy to market demands <u>Medium Priority</u></li> <li>• Create a departmental Moodle strategy to ensure consistency, navigability, and accessibility for all students.</li> </ul>

## 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	<p><b>Curriculum Development:</b></p> <ul style="list-style-type: none"> <li>• Consolidate multiple single-credit courses into fewer courses at 3-4 credits each (aids with articulation, workload).</li> <li>• Ensure courses are aligned with VCC's Assignment of Credit to Courses Policy &amp; Procedures (Policy &amp; Procedures C.1.4).</li> <li>• Further align curriculum and program priorities with VCC's Strategic Innovation Plan.</li> <li>• Complete a comprehensive review of our learning materials and instructional practices to ensure accuracy of information and relevancy to market demands and student needs.</li> <li>• Offer more PLAR options so students may validate learning gained through their professional and life experience.</li> <li>• Update curriculum to include the process of <i>Project Management</i> to our program</li> <li>• Enhance the <i>Planning &amp; Urban Design</i> and <i>Civil Drafting &amp; Surveying</i> elements of the program</li> </ul> <p><b>Program Delivery Strategy:</b></p> <ul style="list-style-type: none"> <li>• Review our blended delivery model to ensure it meets our students' needs and expectations in terms of quality and effectiveness.</li> </ul>	<p>Multi-year initiative for curriculum development and program delivery strategy: Completion <b>Spring 2026</b> (three-year CD Funds ask and two-year SIEF Funds ask)</p>	<p>Architectural Technician Program Faculty, Department Leader, Dean, RO, Curriculum Committee, EDCO, CTRL, CD Funds, SIEF Funding</p>	<ul style="list-style-type: none"> <li>• Governance-approved course outlines</li> <li>• Courses aligned with VCC Policy</li> <li>• Courses aligned with VCC's Strategic Innovation Plan, market demands, and student needs</li> <li>• Departmental Moodle strategy (e.g., consistency in all courses)</li> <li>• Learning environment that incorporates UDL principles</li> <li>• Student, instructor, PAC feedback on revised curriculum and delivery strategy</li> </ul>

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	<ul style="list-style-type: none"> <li>Develop more asynchronous learning activities within the program</li> <li>Create a departmental Moodle strategy to ensure consistency, navigability, and accessibility for all students (UDL)</li> </ul>			
2	Work with VCC Disability Services and the Centre for Teaching, Learning, and Research to learn more about inclusive teaching and <a href="#">Universal Design for Learning</a> .	Fall 2023	CTLR, Disability Services, Architectural Technician Program Faculty, Department Leader	Departmental Resources on UDL (e.g., UDL checklists, techniques for implementation)
3	Connect with Disability Services to learn how we can make student field trips universally accessible ( <a href="#">universal design for accessible field trips</a> )	Fall 2023	Disability Services, Architectural Technician Program Faculty, Department Leader	<ul style="list-style-type: none"> <li>Departmental guidelines for accessible field trips</li> <li>Student/instructor feedback on guidelines</li> </ul>
4	Explore high-school pathway/transition program into our department	Fall 2023	Department Leader, Dean, RO, High School Career Advisors (external), Other Colleges that offer this option (external)	High school pathways/transition recommendations for the department
5	Incorporate new curriculum in VR, Rendering and 3D Modeling in order to utilize the new 3D Lab space	Fall 2023	Program Faculty, Department Leader	<ul style="list-style-type: none"> <li>Intentional use of 3D Studio</li> <li>Instructor and student feedback on 3D studio activities</li> </ul>
6	Explore alternative names for our department where the Architectural Technician Certificate program is housed as "CAD & BIM" can be unclear for students.	Fall 2023	Dean, Department Leader, Department Faculty and Staff	Recommendations on alternative names from department members



#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
7	Complete the succession plan for our program area.	Fall 2024	Department Leader, Program Assistant	Completed succession plan
8	Contact alumni for career mentors (tie this in with alumni reception)	Fall 2023	Department Leader, VCC Alumni	Departmental career mentor strategy
9	Modify hiring criteria to adjust years of experience, include a Canadian industry experience requirement, and update software experience requirement	Fall 2023	Dean, Architectural Technician Program Faculty, Department Leader, People Services, Faculty Association	Revised Architectural Technician Faculty Hiring Criteria
10	Connect with our program's liaison librarian to ensure that Architectural Technician Program print and electronic materials are current	Fall 2023	Department Leader, Architectural Program Faculty, Liaison Librarian	Updated and current library resources for the program



## **PROGRAM RENEWAL**

### **Final Report**

#### **Asian Culinary Arts Certificate**

**Submitted to**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlatt, Chair, Education Quality Committee**

**Natasha Mandryk, Chair, Education Council**

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

**On February 14, 2023**

**By**

Emily Simpson, Steering Committee Chair  
Sonny Ho, Department Leader  
Barry Tsang, Auxiliary Faculty  
Dennis Innes, Dean of Hospitality, Food & Business Studies

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## 1 Executive Summary

The Asian Culinary Arts Certificate is a unique culinary training program that has grown since its inception in 1975 where it was originally designed to train students in Cantonese-style cooking. Today, students complete foundational studies in Chinese, Japanese and other Asian cuisines, including Malaysian, Singaporean, Thai, Vietnamese, Korean and fusion. The program is a 20 credit, 20 week-long program with a total of 500 face-to-face/on site learning hours delivered by 1.4 FTE faculty. There are two intakes per year for a maximum enrollment of 36 students.

Graduates are prepared for entry-level careers as Asian cuisine cooks in the hotel/ restaurant/food service industry. The program receives funding from the Industry Trades Authority (ITA) in recognition of the skilled trade area training it provides, however was never accredited at the ITA Professional Cook 1 (PC-1) level as their focus is Western European cuisine/style of cooking. There is no comparable educational training in North America to this program.

The program has low barrier admission requirements. Instructional design focuses on experiential learning; development of workplace skills like teamwork, time management, and communication; and critical reflection to maintain product outcomes. Approximately 90% of program time is spent on hands-on, practical skills training and 10% on theoretical knowledge. Students gain several hours of authentic work-place experience cooking and serving a weekly rotating menu at the onsite Asian kitchen cafeteria over the duration of the program.

### 1.1 Overview of Self-Study

The Steering Committee for this program renewal was struck in March 2022 by David Wells, VP of Academic and Research. Note that due to the small size of the program, both faculty from the program were part of the steering committee. The self-study was conducted between April-October 2022 and involved data collection from several sources such as institutional data, labour market data, annual program reviews, surveys, and curriculum materials from the last 5 years. The Asian Culinary Arts Renewal Committee discussed and analyzed the data in relation to the six key performance indicators (KPIs):

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

A total of 30 recommendations were put forward by the Asian Culinary Renewal Steering Committee related to the above KPIs. Key recommendations include redesigning the program

curriculum, lengthening the program, adding a work experience component, improving program marketing, updating kitchen facilities, and forming a PAC to better identify industry needs, build industry awareness of program, align program outcomes with those needs, and strengthen connections with industry.

## 1.2 Overview of External Review

The external review team received the self-study report on October 12, 2022. The external review team met on November 4, 2022 to conduct a site visit, which included meetings with both current students and alumni and a lunch from the Asian kitchen where the current cohort of students was cooking and serving. The ERT submitted its report on December 15, 2022. The ERT recognized the value and uniqueness of the Asian Culinary Arts certificate and fully supported the recommendations of the self-study with the exception of developing an international diploma, which they felt should wait until the current Asian Culinary Arts certificate curriculum was re-developed. The ERT put forward 17 recommendations focused on curriculum re-design, sufficient staffing, the need for a PAC and suggestions for facilities that will meet evolving industry needs. (As a start, this program could join the larger hospitality PAC, which includes Hospitality Management, Culinary Arts and Baking & Pastry Arts.) These findings were reviewed and discussed by the renewal steering committee on January 4, 2023.

## 1.3 Key Findings

One key theme that emerged during the self-study and external review team was the need to clarify future program goal/direction and redesign the program with respect to cuisines (breadth versus depth in cuisines, authentic recipes versus fusion, wok skills focus versus other culinary skills, traditional versus modern day techniques, etc.), ITA accreditation, course structure and program length. The lack of a PAC has made it challenging to gather industry input and another complicating factor has been that the industry surveys and labor market reports show a mixed response to the type of training desired for hiring in Asian restaurants. The surveys also note that restaurants may not hire someone who is not fluent in the language/culture of the kitchen.

Another key theme was the pedagogical concerns over the program delivery in terms of courses running as a blend of all 5-6 course simultaneously with no clear distinction day to day, week to week, or by cuisine, and assessments covering multiple courses at once. The lack of homework/assignments, formal customer service training, and practicum was also identified gaps to be addressed in the program redesign.

A final theme centered around the purpose of the kitchen service in the program and the relative amount of time spent on it compared to theory and other training. Instructors also felt that the level of service in the program had to be maintained as a core service to the campus, a marketing strategy for the public to find out about the Asian Culinary Arts certificate and to maintain financial sustainability of the program. Some students felt like “workers” for the school due to the production needs of the Asian kitchen service. The Dean was able to give feedback

that there was certainly capacity to reduce service to strengthen learning outcomes. While the production and service-work students engage in over the duration of the program provides them with authentic workplace experiences and skills, the program needs to explore ways to improve the balance between student learning needs and the skills developed in kitchen service. Enhancing the connection between the knowledge, skills and attitudes gained from these experiences to the program learning outcomes will also benefit the students.

Overall, to improve the quality and growth of the program, the Steering Committee recognizes the need for the department to engage in a curriculum development process in consultation with a PAC to ensure the currency and relevancy of the program and ability to transition of students from graduation into industry with confidence and the skills required. Students should feel the program is comparable to the PC-1 training in terms of in-depth training on equipment, techniques, employability skills, culinary theory and history/culture of ingredients and recipes specific to the Asian cuisines being taught. Additionally, the program needs to increase to 1.5 FTE faculty to effectively administer and teach the program.

Summaries of the self-study and external review reports are presented below. Informed by the recommendations in these reports, the Steering Committee's final recommendations are presented at the end of this report.

## 2 Self-Study Report Summary

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 the self-study report.

### 2.1 Program Strengths

Based on the data collected during the self-study, the program has several strengths including:

- Extensive amount of hands-on practice
- Professional kitchen facilities with 7 wok stations
- Authentic learning experience in a simulated industry working environment
- Individualized student feedback
- Niche culinary offering to learn Asian cuisines
- Low barrier entrance requirements for students with lower English language skills and/or lack of academic experience
- Value of learning for program cost to students
- Instructors' passion for the industry and expertise
- Instructors' connection to industry for job postings for graduates

## 2.2 Key Findings

### 2.2.1 Curriculum

The program learning outcomes are for the most part current, relevant and in alignment with industry identified needs of basic culinary skills and employability skills. Students feel well-prepared for several program learning outcomes including safety standards; preparing a wide variety of Asian cuisines; and entry-level technical skills. Program learning outcomes focusing on other employability skills like positive attitude, teamwork, attention to detail and attributes that enable success like understanding the history and heritage of the cuisine and the culture of the kitchen could be added to strengthen graduate outcomes. Students list the program strengths as the patience/enthusiasm of the instructor(s), variety of Asian food/dishes covered, cuisine history, hands-on experience, individual feedback on skills, and teamwork/connection with classmates.

Curriculum documents such as the PCG, course outlines and student handbook were last updated in 2015, while the recipe books were updated much more recently. The faculty have worked hard to identify and test recipes for the range of Asian cuisines that allow the students to develop the required culinary skills using rotating cuisine menus. The recipe books are extensive, however there is limited theory knowledge included in the recipe books so exploring some additional new course materials could be beneficial. The curriculum is aligned with all of VCC's education policies.

The self-study also identified significant updates needed in course structuring, course learning outcomes, and evaluation plans. The curriculum focuses on hands-on training and the evaluation plan reflects an experiential learning focus. There is extensive weekly observation and feedback to students on practical skill development. However, the key pedagogical concern is the structure of courses and how the program is delivered. With multiple courses sort of blurred together in delivery, learning and assessment is challenging to align with each individual course. Student feedback was that courses should be chunked by cuisine, and perhaps fewer cuisines could be covered to go more in-depth. Including assignments (outside of class) is another opportunity to enhance student learning. Students also expressed that they would like the program to be extended and add a practicum/work placement.

The industry survey response included only 6 employers who had worked with VCC graduates from Asian Culinary, but it showed positive feedback about graduates cooking skills, ability to follow industry health and safety standards, and professionalism.

### 2.2.2 Student Outcomes

The student demographic is predominantly male, and enrollment is averaging 25% international: 75% domestic. The COVID pandemic affected enrollment negatively, as for most post-secondary programs especially with respect to international students however the department is steadily recovering enrollment from domestic students. Interestingly, 62% of graduates from this program go on into other courses/programs at VCC, the majority going into either Culinary Arts or Baking and Pastry Arts. Attrition is low for the program at 5.3%, primarily because the last 5 years studied included the pandemic.

The employment rate of graduates is 67% according to BC Student Outcomes surveys with 51% employed as cooks and 12% as chefs. Eighty six percent said their education was useful in getting a job. A student survey conducted during the study showed that 60% of graduates went on to work in Asian cuisine or fusion-Asian cuisine but 40% did not.

Student goals in entering the programs were self-development, expanding cooking skills, learning about Asian cuisines, learning to cooking with a wok, and professional advancement (starting a restaurant, finding work as a chef).

Student satisfaction according to the BC Student Outcomes survey was very high with 99% of respondents very satisfied or satisfied with the education they received. Students highlight the program strengths for development of cooking skills, wok skills and teamwork skills, the cost value of the program, and the instructors' expertise, knowledge and passion for the industry.

The majority of students felt the program should be longer, either for more in-depth training and/or a practicum. There is lots of interest in an Advanced Asian Culinary Arts Certificate.

### **2.2.3 Program Planning and Administration**

This program does not currently have any accreditation associated with it, nor prepare students for Red Seal Level 1. Currently there are no affiliations and/or partnerships with other educational institutions or industry (either food-service establishments or suppliers of Asian cuisine ingredients). Program planning shows moderate success in completion of department action plan items from the last 5 years. For example, the development of new recipes to expand the cuisine content and the creation of the Advanced Asian Culinary certificate. But other initiatives remain a challenge for the program like creating a PAC, consistently pursuing marketing, developing partnerships with industry, in large part due to the limited faculty staffing. Work could also be done to raise wider awareness of the program and spread the reputation in the lower mainland for training successful graduates for entry-level roles in Asian cuisine.

### **2.2.4 Faculty and Staff**

There is one department head/instructor and one auxiliary instructor for this program at 1.4 FTE. The department head receives 0.25 IRA release, or 45 days of release time. There is no administrative staff for the program. All members of the department are passionate about their work, but workload is an issue and can negatively impact administrative and department head duties/program planning, and use of Professional Development leave. The faculty have strong collegial relationships and the department head has several individual connections with industry. The area hiring criteria are sufficient, but it can be challenging to find instructors who meet all criteria.



### 2.2.5 Student Services

Based on student service areas survey responses, the supports are sufficient for current student demand from this program. The advising department would like more current marketing information and sees this as a program that fits labor needs and student interests. New students receive a tour of the downtown campus to see locations of student services, but only the Student Union gives an actual introduction to their supports. It would be beneficial to include more student services in the orientation, and student handbook.

### 2.2.6 Learning Environment

The program provides a classroom space for theory learning, a kitchen/lab space and a cafeteria serving area. Industry grade equipment is available including walk-in coolers, walk-in freezers, rational combi oven, cooking and prep equipment. Recent replacements of the dish-washer, walk-in freezer and combi oven have helped with upgrades. There are 7 wok stations (of two types) that are about 20 years old, and is requiring regular, costly repair. Instructors note that the kitchen space is very tight with a full cohort of 18 students, and at times not enough cutting/prepping stations. The cafeteria provides buffet style service and students work at the ticket station and serving, however there is no cashier Monday-Thursday which complicates service operation and can lead to frustrated customers. The program would like to have more digital displays for projecting students working in the kitchen and cooking demonstrations, and support for demonstration video recordings.

The online learning environment in Moodle was developed during the pandemic with little time or training for the faculty. It serves as a repository for the 10 demonstration videos and one quiz, but is difficult to navigate. It could be revised to be user friendly, associate content with the course or skill, and increase navigability. There is also the possible to use it more effectively for theory content, distributing weekly quizzes, making other learning materials accessible to students, and embedding more demonstration videos.

## 2.3 Recommendations

*Table 1: Self-Study Recommendations*

KPI	EXTERNAL REVIEW REPORT RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Research how other trades programs such as Culinary Arts and Baking &amp; Pastry Arts approach similar program learning outcomes and program delivery.</li> <li>• Update program structure to reflect cuisine(s) being taught after deciding which cuisines align with student/industry needs and program resources, as well as a structure that enhances skill development and assessment of learning outcomes.</li> <li>• Update program and course learning outcomes to remove outcomes no longer taught and add employability skills like attention to detail, teamwork, working efficiently and</li> </ul>

	<p>understanding of the history and culture of a cuisine.</p> <ul style="list-style-type: none"> <li>• Revise assessment plans and implement them. Clearly establish evaluation for each course, rather than having one assessment tied to multiple courses. Create and share rubrics for daily performance observation.</li> <li>• Review entrance requirements with respect to English language and math skills. Add alternate entrance pathway for students who have completed the Baking &amp; Pastry Arts Certificate.</li> <li>• Ensure course numbering reflects actual progression and sequencing of the courses (for example, Asian culinary principles should have the lowest course number)</li> <li>• Set up expectation of only English spoken in the classroom.</li> <li>• Review attendance and timeliness requirements and update curriculum documents.</li> <li>• Explore alternate curriculum materials and develop a wider variety of student-centered learning activities to support theory learning.</li> <li>• Develop online/blended delivery strategy for program.</li> <li>• Develop well-structured, clear and interactive Moodle shell that supports student success.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Improve marketing of the program in its description, info sessions, and social media to students.</li> <li>• Review English language entrance requirements and expectations for language used in the teaching kitchen.</li> <li>• Work with Institutional Research to streamline collection of student feedback on course and program experience.</li> <li>• Explore lengthening the program, including assessing viability of reducing service time (running of cafeteria) to increase training time on other skills.</li> <li>• Pilot Asian Culinary Arts Advanced Certificate.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Create a new Diploma program for international students.</li> <li>• Work with the marketing department, operations manager and/or with VCC Culinary Arts to strategize around raising dept profile in industry and to students. At minimum, update the website and info session materials, provide regular info sessions to attract students. Look at ways to use social media.</li> <li>• Start a PAC (or identify other appropriate strategy) to regularly connect with restaurants in various cuisines related to the program. Raise industry awareness of program and how graduates from program can benefit the industry. Identify industry events that students can participate in.</li> <li>• Explore cooperative work placements and/or opportunities to participate in community events that also raise awareness of program and enrich student experience.</li> <li>• Create a succession plan that includes training for new department head, documentation of processes, digitization of teaching</li> </ul>

	materials, etc.
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Add a regularized instructor to the program (on top of dept head release time). A 50% or more FTE instructor could better support workload sustainability/quality of learning experience and strengthen the succession plan for the department.</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Include information on student supports in the Moodle shell and student handbook.</li> <li>• Meet with Advising to improve marketing of program to potential students.</li> <li>• Develop 6 month or longer program that international students are eligible to apply for.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Purchase and install new wok range to replace existing range.</li> <li>• Improve pest control management.</li> <li>• Purchase professional video recording equipment to improve instructional video recording quality and allow for projection of cooking demonstrations.</li> <li>• Install digital TV in the kitchen to allow all students to observe cooking demonstrations to students.</li> <li>• Install digital TV to improve marketing of the program and provide easily updated information to customers. Update photos near Asian kitchen cafeteria.</li> </ul>

### 3 External Review Report Summary

On November 3, 2022, the external review team (ERT) consisting of Dennis Green (Principal, South Arm Training and Development Ltd), Ysabel Sukic (Department Head, VCC Culinary Arts), and William Lam (retired restaurateur/chef, Chinese Canadian Chef Association, BC Chefs Association) visited the Downtown campus to review the self-study report; meet with various stakeholders including the Asian Culinary Arts faculty, students, alumni, and the renewal steering committee; and tour the facilities for the program.

The strengths of the program were identified as: uniqueness in content (Asian cuisine and culinary techniques), the wok training; hands-on/experiential program delivery; and professional kitchen facilities. Being the only program of its kind in North America is a big draw for students who are interested in learning to cook Asian cuisine professionally. Students value learning to cook dishes both in the traditional way and in the rational combi oven. They also are very

positive about the instructor quality in the program and the real-world authentic learning experience of serving customers lunch in the Asian cafeteria outlet.

The areas of improvement noted for the program were around curriculum design, evaluation, program length, and inclusion of a practicum. The ERT noted that despite the unique training opportunity and the high industry demand for cooks in Asian cuisines in the lower mainland, there seemed to be a gap with graduates not actually going on into industry. This may in part be due the current program length and ITA funding attracting both students interested in Asian cuisine as a personal hobby/growth experience and those interested in a culinary career, based on student surveys and focus groups. They also acknowledged the challenge of defining what to deliver in terms of content and program learning outcomes, given that industry has such varied opinions and needs on training for Asian cuisines. They recommended strengthening the focus on history of ingredients, authentic techniques and equipment for each cuisine covered in the future version of the program. The formation of a PAC was strongly recommended as essential to re-developing a program that meets industry needs and connects students with employers, ensuring they feel confident to transition to industry.

There was some discussion about the challenges this program faces with high workload and only 1.4 FTE to be able to effectively prep, teach, order weekly menu supplies, attend to all other department head duties (like PAC formation and marketing, long term planning), and take professional development leave, etc. Additionally, the ERT wondered about adding technical skills to the hiring criteria, due to the expected need for technology in teaching (even though its role will be much smaller in such a hands-on/experiential learning program).

The external review team felt that the self-study team addressed each of the KPIs sufficiently and supported all of the recommendations from the self-study report with the exception of developing a 2-year international diploma. They felt it was best to focus on re-designing the existing program at this time.

In terms of facilities, the ERT commented on the need to include industry standard tools and equipment, considering expanding the tool set to look at differences between Japanese knives and Chinese cleavers. There was mention that the kitchen service experience, while important, is a buffet style service similar to a food court, so students don't have the opportunity to experience fine dining.

*Table 2: External Review Team Recommendations*

KPI	EXTERNAL REVIEW REPORT RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Emphasis on production should be second to the teaching and learning outcomes of the course. Outlet service should be a by-product of the course, and not the other way around.</li> <li>• Include more practice and evaluation of food safety and workplace safety skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Remove Indonesian, Filipino and Indian cuisines at a minimum, narrow program to East Asian focus.</li> <li>• Ensure authenticity of regional cuisine recipes and preparation methods. Provide appropriate equipment and techniques – consult with guest chefs. Redesign courses by specific cuisines.</li> <li>• Add portion control in serving as a learning outcome and review functioning of service. Include customer service/customer conflict learning into curriculum as currently students feel they don't have training on this.</li> <li>• Integrate online/onsite, pre-first day of class orientation.</li> <li>• Redesign curriculum to include regular assignments/homework.</li> <li>• Add a practicum experience to the program</li> </ul>
<b>Student Outcomes</b>	No additional recommendations
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Investigate possibility of combining Culinary Arts and Asian Culinary Arts departments to better leverage sessional instructors, IAs, collective sharing of resources, etc.</li> <li>• Suggest reviewing sales by day of the week to determine if there is one day of the week with significantly less sales and change that day to focus on training and demos, closing production.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Revise hiring criteria to include computer skills.</li> <li>• Get a program assistant, instructional assistant and pool of casual auxiliary instructors</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Include a more in-depth orientation to student support services (other areas should come speak to students other than student union)</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Update prep area to include undercounter refrigeration which will enhance food safety.</li> <li>• Consult with facilities about feasibility of induction wok stations.</li> <li>• Apply for SIEF funding for development of demonstration videos.</li> <li>• Explore touch-screen ordering for kitchen to improve operational experience for both customers and students. Technology would be useful skill as well for students.</li> </ul>

## 4 Self-Study Team Response to External Review Report

### 4.1 Department Response to External Report

The Asian Culinary Arts department received the external review report on January 3, 2023. The steering committee (which included all the faculty in the department) met to discuss the external report and provide comments on January 4, 2023. The department faculty feel that

many of the suggestions for improvements to curriculum quality are helpful in terms of strengthening the curriculum quality, keeping the focus on training (over production), considerations around authenticity of equipment/cuisine, and lengthening the program.

Some of the equipment recommendations are interesting, but the department did not feel they should be pursued either because of limitations of existing space or the level of the program learning outcomes. For example, while induction woks are becoming more widely used in Asia and Europe, they are not currently a standard in industry here in BC. It would be great to pilot one of these in the kitchen if facilities can support installation. The turbo wok (or higher BTU wok) is more widely used in industry here, but can be challenging (and potentially dangerous) for beginners. Asian Culinary Arts certificate students are generally just becoming confident and competent at using a regular wok (100K BTU) by the end of 5 months, so this may be a better fit for the Advanced Asian Culinary Arts Certificate. The undercounter refrigeration recommendation has already been discussed with Health/Safety authorities who have agreed that based on the very short service time of under 2 hours, it is not needed for food safety. However, in the future renovation of the campus, we will explore this option. We don't support the change in hiring criteria to add technology skills as we feel this is secondary to the other criteria.

#### 4.2 Dean Response to External Report

The ERT observations and recommendations align, for the most part, with the self-study.

I see two possible streams of training. One for students who are planning to enter industry and another for students who want to learn how to cook using a wok but not planning on entering industry. The later could be offered through CS. Students who are planning to enter industry want a longer program. The department should explore the option of providing students with a more comparable ITA experience to PC-1 in terms of training and skill development. We need to have some further conversations with the ITA about developing an Asian focused PC-1 training similar to the Professional Cook 1 Indigenous Content program for accreditation to determine how best to restructure the program (courses designed more similar to PC-1 in terms of soups/sauce, vegetables/fruits, proteins, etc. or structured by type of cuisine).

Having 1.4 faculty FTE with no PA or IA support does create some operational challenges for the department. At some point in the future, the department should look a closer collaboration with the Culinary Arts department. Having access to PA and IA support would benefit the department. It has been suggested that the IRA release be increased from 0.25 to 0.5. There would have to be an increase in programming before the additional IRA release would be considered.

With respect to facilities, upgrades to the woks will be needed. Currently, the College is doing research on using induction technology in the Food Studies area and Asian Culinary Arts will be part of that research.

## 5 Final Comments and Recommendations

The final recommendations in considering both the self-study report and external review report are below. For brevity, some recommendations have been combined, and if they appeared in multiple KPI sections previously, were only included in one KPI here.

*Table 3: Final Recommendations organized by KPI*

KPI	Final Recommendations
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Explore working with ITA to create PC-1 with Asian content.</li> <li>• Research how other trades programs such as Culinary Arts and Baking &amp; Pastry Arts approach similar program learning outcomes and program delivery, attendance and timeliness requirements.</li> <li>• Redesign curriculum to update program and course learning outcomes, evaluation plans, narrow cuisine focus (remove Indonesian, Filipino and Indian), and add customer service/conflict training. Restructure courses to either focus on cuisine or more closely align with PC-1.</li> <li>• Lengthen program to 8 months with 4 days/week schedule to better align with ITA training and work-place experience and includes 1 month practicum at end.</li> <li>• Review entrance requirements with respect to English language and math skills. Add alternate entrance pathway for students who have completed the Baking &amp; Pastry Arts Certificate.</li> <li>• Explore alternate curriculum materials (texts, videos) to supplement course recipe books and strengthen theory development.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Work with Institutional Research to streamline collection of student feedback on course and program experience.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Work with the marketing department, operations manager and/or VCC Culinary Arts to raise dept profile in industry and to students. At minimum, update the website and info session materials and provide regular info sessions to attract students. Look at ways to feature program on social media.</li> <li>• Join existing Hospitality Industry PAC at VCC to connect with restaurants in various cuisines related to the program and get feedback on program redesign. Raise industry awareness of program and how graduates from program can benefit the industry. Identify industry events that students can participate in.</li> <li>• Explore development of Continuing Studies wok cooking classes for Friday/Saturday.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Increase department head release to 50% for a 1.5 FTE faculty total for program.</li> </ul>

<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Meet with Advising to improve marketing of program to potential students.</li> <li>• Include a more in-depth orientation to student support services with representatives from each area.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Purchase and install new wok range to replace existing range.</li> <li>• Consult with facilities about feasibility of induction and turbo wok stations.</li> <li>• Explore touchscreen ordering for kitchen to improve operational experience for both customers and students.</li> <li>• Work with CTRLR for future recordings of demonstration videos. Identify ways to use Moodle more effectively.</li> </ul>





## Asian Culinary Arts Certificate Program Renewal Action Plan

### Education Council Report: February 14, 2023

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	Explore working with ITA to create PC-1 with Asian content.	March 31, 2024	Dean	
2	Research how other trades programs such as Culinary Arts and Baking & Pastry Arts approach similar program learning outcomes and program delivery, attendance and timeliness requirements.	August 2023	Consult with Culinary and Baking Arts department heads.	Summary report.
3	Review entrance requirements with respect to English language and math skills. Add alternate entrance pathway for students with Baking & Pastry Arts Certificate.	August 2023	Consult with Registrar.	Summary report.
4	<p>Redesign curriculum.</p> <ul style="list-style-type: none"> <li>* Restructure courses to align with PC-1. Update program and course learning outcomes, evaluation plans.</li> <li>* Narrow cuisine focus (remove Indonesian, Filipino and Indian).</li> <li>* Add customer service/conflict training and enhanced food safety/workplace safety skills.</li> <li>* Explore alternate curriculum materials (texts, videos) to supplement course recipe books and strengthen theory development.</li> <li>* Lengthen program to 8 months with 4 days/week</li> </ul>	<p>March 31, 2024 – PCG/course outlines through governance.</p> <p>Sep 2024 - Course mapping /materials development.</p> <p>(Gaps analysis with PC-1)</p> <p>Sep 2025 - launch new program.</p>	<p>CD funds / release time</p> <p>CTLR</p> <p>Consultation with culinary arts</p> <p>Librarian – new textbook</p> <p>PAC- feedback</p>	<p>PAC Feedback</p> <p>Student Feedback</p> <p>Employer Feedback</p>

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	schedule, including 1 month practicum, to better align with ITA training and work-place experience.			
5	Work with Institutional Research to improve collection of student feedback on course and program experience.	Upon launch of new program	IR	Survey response rates.
6	Work with the R/O to improve registration process and marketing department/VCC Culinary Arts to raise dept profile in industry and to students via website, info sessions and social media.	Immediately for registration. Begin info sessions – March 2023. Redo marketing once new curriculum is approved.	R/O Marketing	Review enrollment by capacity.
7	Join Hospitality Industry PAC to regularly connect and get feedback. Raise industry awareness of program and how graduates from program can benefit the industry. Identify industry events that students can participate in.	May 2023		Target 2 industry contacts to add to Hospitality PAC
8	Increase department head release to 50% for a 1.5 FTE faculty total for program.	May occur when program offerings expand (student FTE).	Dean, Finance	
9	Meet with Advising to improve marketing of program to potential students.	June 2023	Advising	Increased application rate.
10	Include a more in-depth orientation to student support services with representatives from each area.	Sep 2023	Student success module + student services video in Moodle course, into orientation day.	End of program survey.
11	Purchase and install new wok range to replace existing range. Explore options for turbo wok stations.	Request quote by Oct 2023. Submit for capital request Dec 2023.	Capital funds Facilities	

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
		Install by August 2024.		
12	Consult with facilities about feasibility of induction.	Ongoing conversation in working group.	Dean	Report.
13	Explore touchscreen ordering for kitchen to improve operational experience for both customers and students.	Sep 2025	Facilities, IT, Finance, Food Services	



## **PROGRAM RENEWAL**

### **Final Report**

**Basic Education**

**Submitted to**

**David Wells, Vice President Academic & Research**

**Todd Rowlatt, Chair, EQC**

**Natasha Mandryk, Chair, Education Council**

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

**On March 6, 2023**

**By**

**Francesco Barillaro, Co-Chair  
Emily Simpson, Co-Chair  
Shantel Ivits, Department Leader  
Leah Rasmussen, Faculty  
Shirley Lew, Dean – School of Arts and Sciences**

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## 1 Executive Summary

For close to 50 years, the Basic Education department has been a leader in teaching fundamental-level literacy and numeracy skills to adult learners in the Lower Mainland. The department offers courses in English, math, computer, and career literacy from a beginner to Grade 9 level. The department is deeply committed to the success of adult literacy students and the delivery of programming that meets the diverse needs of its students.

The student body of Basic Education has changed significantly over the years. In the past, it was common to see students born in Canada who spoke English as a first language but left school before completing Grade 10. Now, many students are second language learners who speak English fluently but were not taught to read or write in their first language. The student body also includes students who have disabilities related to mental health, chronic illness, learning differences, or traumatic brain injuries. Basic Education students also tend to face barriers to their learning due to factors like precarious employment, unstable housing, food insecurity, loss of loved ones to the opioid crisis, unaffordable and scarce childcare, structural racism, intergenerational trauma, and the effects of poverty on physical and mental health. In short, Basic Education students are now more diverse and learner needs are more complex.

Basic Education courses are designed to improve “students’ quality of life at home, at work, at college, and in the community” and “prepare students to meet personal, career, or further academic goals” (as stated in its curriculum documentation). Courses are offered in both self-paced and class-based modes. Some students succeed more in community-based settings supported by community organizations with whom they have pre-established relationship, and to this end, the Basic Education department currently runs two outreach classes: a self-paced English & Math class at Ray-Cam Co-operative Centre four days per week and a Career Literacy Foundations class at Coast Mental Health Clubhouse that is funded through a Community Adult Literacy Program (CALP) grant. The department aims to have no more than 14 students per class.

The Steering Committee for the Basic Education program renewal was struck in April 2022 by David Wells, the VP Academic and Research. The self-study was completed between May and October 2022 and involved data collection from several sources such as departmental records, institutional data, annual program reviews, articulation meetings, student focus groups, and surveys (current students, educational service support areas at VCC, and academic program areas with close connections to Basic Education). The Basic Education Program Renewal Committee discussed and analyzed the data in relation to the six key performance indicators (KPIs):

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

A total of 27 recommendations were put forward by the Basic Education Program Renewal Steering Committee related to the above KPIs. Key recommendations include developing online course materials and activities to support blended delivery of Math and English courses, exploring options

for a capstone course or credential recognizing students who complete Level 4 English, splitting the Fundamentals of Mathematics courses into two parts, revising the English curriculum to support student success, exploring alternate structures for providing 1:1 help in online math courses, improving the marketing and branding of the program, simplifying the Adult Upgrading Grant (AUG) application process, reinstating instructional FTE to 5.0 (from the current 4.5), participating in the development of an ABE Hub at VCC to make the student intake experience more seamless, and identifying ways to increase accessibility in online learning/ learning management system for Basic Education Students.

The external review team (ERT) met on November 16<sup>th</sup>, 2022, to review the self-study report and conduct a site visit. The ERT submitted its report on December 20<sup>th</sup>, 2022, in which they endorsed all the recommendations contained in the self-study. They made 18 recommendations in response. They strongly supported a central ABE intake hub, a simplified AUG funding process, and restoring the 0.5 FTE.

The Basic Education Program Renewal Steering Committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the Basic Education administrative team, with feedback from the department, 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. The report was sent to Basic Education faculty and staff for review and feedback before it was finalized and sent to the external review team. The external review team received the self-study report on November 2<sup>nd</sup>, 2022.

### 2.2 Program Strengths

Throughout the self-study process, the following strengths of the program were identified.

- *Student-Centred.* A commitment to student needs is at the forefront of the program.
- *Holistic Learning.* There is a strong focus on supporting students' mental, emotional, spiritual, and physical well-being.
- *Active Learning.* Active Learning is at the core of the program.
- *Instructors.* In the student survey, 94% of students agreed or strongly agreed that instructors understand their needs and are helping them to reach their goals and 100% of students agreed that they are treated with respect the instructors. Overall, Basic Ed instructors take a trauma-informed approach with all learners, actively create safe spaces, teach techniques to regulate emotions, help foster learner autonomy, nurture women who have decided to prioritize themselves to reach their goals, model Indigenous ways of knowing and doing, and respect the personal and professional responsibilities that may impact student engagement.

- *Positive Classroom Climate.* The student survey strongly shows students experience the programming as a respectful, safe, and positive learning environment.
- *Individualized Support.* Individualized support begins from intake and continues throughout the program
- *Flexible delivery models.* Students can attend classes four days a week with blended delivery, or students can choose to attend online only or in-person only two days per week.
- *Use of Open Educational Resources (OER).* The math textbooks are OER, and the English instructors draw from the BC Reads OER that Shantel Ivits developed in 2015. The use of OER helps keep the cost of textbooks at zero or at a minimum.

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

### 2.3.1 Curriculum and Instruction

#### Program Structure

The Basic Education program is designed and structured to support students through every aspect of their fundamental upgrading journey from intake to completion.

Students applying for Basic Education must:

- understand and speak English comfortably
- work co-operatively in a group or independently in the self-paced classroom.
- be at least 16 years of age
- be a Canadian Citizen, Permanent Resident or Convention Refugee

For admission to the program, students complete a simple one-page intake form to the best of their ability and then meet with the Department Head in person who learns more about the student, describes the program, helps the student complete the relevant forms, and provides the class schedule. For digital literacy reasons, maintaining in-person registration for Basic Education has been crucial. New English students are enrolled in ENGL 0300 and new Math students are enrolled in MATH 0300. These new courses have taken the place of the traditional pre-registration assessment. Students can begin right away if there is space.

Tuition is free, but there are student fees. To have these fees covered, students need to apply for the Adult Upgrading Grant (AUG), which can be a complicated process for Basic Education students. The Department Head spends a lot of time assisting students with the form, and the department office spends a lot of time keeping track of whether students have submitted their AUG. Although there is a high-level of support provided by the department in helping students fill out the forms, some students submit incomplete forms while others avoid the AUG paperwork process and pay the fees themselves. Regardless of whether a student has correctly submitted their forms, the department proceeds with getting them started in their 0300 classes as this is important for retention.

In their ENGL 0300 and MATH 0300 intake classes, students:

- Identify strengths and gaps in their fundamental reading and writing, or numeracy skills
- Make a learning action plan to build on strengths and fill in gaps



- Build academic readiness skills (time management, test-taking, communication, awareness of learning preferences, awareness of student support services, etc.)
- Create a portfolio to show their skills as they begin working on the learning outcomes for the level at which they are assessed.

Upon completion of their 0300 class, students may be placed in Levels 1 through 6 of English or Math, or they might now be ready for Grade 10 courses in another department.

Standardized placement assessments, such as those through an assessment office, could cause anxiety in Basic Education students, who have taken the courage to come back to school, potentially deterring them from furthering their studies. The innovating, in-person intake model employed by the Basic Education department is motivating, supportive, and encouraging for students.

Throughout all Basic Education courses, instructors keep detailed files of student work and progress to pass on to the next instructor. Students benefit from the continuity provided by instructors sharing pertinent information with each other while respecting students' privacy and confidentiality.

The courses offered in Basic Education are:

Subject Code	Course Number	Course Name	Credits
CLFE	0311	Career Literacy Foundations	0
COMP	0300	Intro to Online Learning	0
COMP	0311	Computer Literacy Level 1	0
COMP	0312	Computer Literacy Level 2	0
ENGL	0300	Topics in Fundamental English	0
ENGL	0611	Fundamentals of English 1A	0
ENGL	0612	Fundamentals of English 1B	0
ENGL	0613	Fundamentals of English 1C	0
ENGL	0621	Fundamentals of English 2A	0
ENGL	0622	Fundamentals of English 2B	0
ENGL	0623	Fundamentals of English 2C	0
ENGL	0631	Fundamentals of English 3A	0
ENGL	0632	Fundamentals of English 3B	0

ENGL	0633	Fundamentals of English 3C	0
ENGL	0641	Fundamentals of English 4A	0
ENGL	0642	Fundamentals of English 4B	0
ENGL	0643	Fundamentals of English 4C	0
ENGL	0651	Fundamentals of English 5A	0
ENGL	0652	Fundamentals of English 5B	0
ENGL	0653	Fundamentals of English 5C	0
ENGL	0661	Fundamentals of English 6A	0
ENGL	0662	Fundamentals of English 6B	0
ENGL	0663	Fundamentals of English 6C	0
MATH	0300	Topics in Fundamental Math	0
MATH	0611	Fundamentals of Mathematics 1	0
MATH	0621	Fundamentals of Mathematics 2	0
MATH	0631	Fundamentals of Mathematics 3	0
MATH	0641	Fundamentals of Mathematics 4	0
MATH	0651	Fundamentals of Mathematics 5	0
MATH	0661	Fundamentals of Mathematics 6	0

The term schedule is:

Fall: September  
to November

Winter:  
January to  
March

Spring:  
April to June

The class times are:

Mornings  
(9-11am)

Afternoons  
(12:30-  
2:30pm)

Evenings  
(6:15-8:15pm)

## Curriculum Alignment

Basic Education course outlines for Adult Literacy Fundamental English, Adult Literacy Fundamental Math, and Fundamental Level Computer Studies have been revised in the last 3 years and follow the learning outcomes found in the [BC ABE Articulation Handbook](#).

The program complies with C.1.1 Grading, Progression and Withdrawal [Policy](#) and [Procedures](#), C.1.3 Granting of Credentials [Policy](#) and [Procedures](#), and C.1.5 Requirements for Student Attendance [Policy](#) and [Procedures](#). All Basic Education courses are zero credits.

The following summarizes alignment with VCC's Strategic Innovation Plan:

### 1. *Indigenization by Decolonization and Reconciliation*

- Instructors apply First Peoples Principles of Learning in course design and delivery.
- Instructors routinely integrate Indigenous issues, content, and events in culturally sensitive ways (including an Indigenous authored module in ENGL 5/6).
- The department participates in Orange Shirt Day/National Day for Truth and Reconciliation events as well as other local events.
- In 2021, students went on a field trip to NEC and attended and reflected on the Indigenous Arts Symposium.
- The department has purchased Indigenous-authored books for the department library.
- Instructors have invited Elders to visit classrooms, involved students in land acknowledgement practices, and incorporated Indigenous languages into lessons.
- The department offers an outreach program at Ray-Cam Co-operative Centre in the Downtown Eastside.
- The department has hired an Indigenous student from VCC's Provincial Instructor Diploma Program to coordinate a collaborative video project at Ray-Cam and to ensure [OCAP](#) protocols are adhered to.
- Instructors have reviewed and reflected on VCC's Indigenization Readiness Assessment and Planning Framework.

### 2. *Justice, Equity, Diversity, & Inclusion*

- Instructors are aware of and seek to minimize the multiple and diverse barriers students face to access basic education.
- Instructors take care to create inclusive, accessible, and equitable learning spaces for Basic Education's diverse student body.
- In previous years, Shantel Ivits ran a QT2S class particularly geared toward creating a safe space for queer, trans and two-spirit students to upgrade their fundamental skills while being part of a supportive community of peers.
- The outreach class run at Ray-Cam Co-operative Centre provides a welcoming learning space where childminding, a meal, and other supports are readily available.
- The Department Head helps students apply to a non-profit organization to get a free or low-cost laptop, as needed.

### 3. *Student Experience*

- Students are at the centre, and the department strives to create a learning experience that meets students where they are.

- The department helps students foster study skills and habits that can help them find success in our department and beyond.
- In the program, students, with the support of instructors, create a Learning Action Plan that allows them to see their strengths and focus on addressing skill gaps.
- The department informs and guides students to resources and support services available to them at VCC and out in the community.

#### 4. *Educational Delivery*

- The department offers a mix of in-person, blended, and online delivery for greater flexibility.
- The department encourages continued growth beyond the program through the modelling of life-long learning and the fostering of skills for student success.

#### 5. *Fiscal Sustainability*

- Instructors take professional development and vacation at the same time thus negating the need for instructor replacement.
- The transformation of the Basic Education student intake and assessment processes is getting closer to the department goal of providing students with seamless access to adult fundamental literacy and numeracy level courses in a way that is fiscally sustainable.

### **Curriculum Quality**

Each Math and English course has a corresponding Learning Action Plan (LAP) which shows the skills the students will master at that level, based on the articulated learning outcomes. Students demonstrate their learning through completed work, assignments, portfolios, and occasional testing, and progress is tracked on the LAP. LAPs have replaced the old English checklists, but they have not replaced the Math end-of-term reports. Math LAPs are included as additional documents on progress. Students carry their LAPs with them to the next term, and they are aware of the areas that they need to continue to work on. LAPs have recently been introduced for Computer Studies, and the feedback has been positive.

#### English Curriculum

There are no standardized textbooks. Instructors choose materials and create lessons based on the diverse needs of the students. Instructors draw upon a range of materials and cover relevant current events happening in the community, the country, and the world. Fictional materials introduce students to experiences and characters from diverse walks of life, backgrounds, and cultures.

This approach to customizable lesson design can be challenging for new instructors as the workload is higher when there is no standardized curriculum. There are also no standardized assignments students need to complete to finish a level. Instructors design a range of assessments to gather evidence that a student is consistently mastering the skills at that level. This can also pose challenges for new instructors. This could also impact students' understanding of what they need to do to complete a level, possibly decreasing motivation for some. Experienced instructors in the department work hard to minimize these challenges.

Shantel Ivits' B.C. Campus Open Education Resources, *BC Reads: Adult Literacy Fundamental English – Readers 1-6 and Course Packs 1-6* have been an invaluable addition to the English curriculum. They are utilized particularly in the self-paced and online class environments at VCC as well as in

fundamental level programs across the province. Levels 3-6 would benefit from the development of online tools to provide more blended learning and multimodal options.

Instructional strategies vary between instructors; however, the emphasis is always on skill development and active learning.

### Math Curriculum

The department uses the B.C. Campus Open Ed resources *Adult Literacy Fundamentals Mathematics: Books 1-6* (Author(s): Liz Girard & Wendy Tagami) that are used throughout the province. Although they are open education resources (OER), the student workbooks do cost \$35 for printing and binding. The math program would be more accessible if VCC took advantage of Section 12 of the [AUG Policy & Procedures Manual](#), which allows for bulk book purchases for ABE departments. With this option, AUG funds could be used to supply AUG students with their math workbook.

Some math materials are uploaded to Moodle; however, Moodle can create challenges for some Basic Education students due to their low digital literacy skills. As an alternative, Shantel Ivits has created a Basic Ed Math Channel on YouTube and a podcast titled *On Learning Math as an Adult* to help students review fundamental concepts in mathematics. The department is also creating multimedia resources for the OER Fundamental Math workbooks (such as videos, and H5P activities) that will support interactive and online learning.

Faculty noted that some students, particularly those with cognitive disabilities or memory issues, seem to struggle with Level 6. This reignited the question around splitting of math levels (Level 3 and 4 have the highest number of IP grades), or perhaps introducing an exit point after a certain level in recognition of the hard work done and outcomes met by students.

### Computer Studies Curriculum

Basic Education's two fundamental-level computer courses give students a strong foundation in basic computer skills through guided activities about basic computer knowledge, keyboarding, word processing, the Internet, and email. The textbook used is *The Computer Literacy Self-Paced Tool Kit, 2nd Edition* (Lynn Horvat, 2020). Shantel Ivits has created a Basic Ed Computer Studies Channel on YouTube covering computer basics and Microsoft Word.

### Career Literacy Curriculum

The Career Literacy Foundations curriculum was developed by Shantel Ivits. The curriculum aligns with the skills outcomes listed in BC's Articulation Guide. Students explore topics such as workplace communication, teamwork, dealing with conflict, time management, and the job search process, as well as working on budgeting, resumes, cover letters, interview skills, and personal inventories.

## **Teaching, Learning, and Assessment**

Instructors use a range of techniques that allow students to engage in experiential learning, group activities, peer support activities, and self-directed learning. The self-paced classroom typically involves more one-to-one instruction; however, instructors may pair or group individuals in the self-paced classroom who are working on related topics in English or math for mini group lessons. Basic Education classrooms, both group-based and self-paced, are multi-level. This often requires teaching to the lower skill level and providing extension activities to higher-level students.

Active learning is at the core of the program. This includes things such as projects, cooperative learning, group problem-solving, discussion, film clips, music, and field trips. Another core aspect of the program is reflection. Ongoing reflection is supported by goal setting, journaling, student communication folders, end-of-term interviews, written report cards, and discussions with peers and instructors.

As the focus of the Basic Education program is on skills practice and development, assessment often revolves around progress and improvement in terms of what students can produce independently, and how much external support, feedback, correction, or revision is required.

Instructors set expectations for progress and support students in achieving success through the learning environment, supplementary materials, one-on-one help during instructor office hours, and ongoing feedback through LAPs. Instructors evaluate students in a consistent, fair, and timely manner, and students are given opportunities to reflect on their learning and self-assess. It is communicated in course outlines that a student progresses at their own rate and may take more than one term to complete a course, but a student must show progress in that course and is expected to do all classwork and homework assignments to the best of their ability.

## **Curriculum Delivery**

### Scheduling of Course Offerings

The Basic Education department tries to run at least one self-paced class in the morning, afternoon, and evening. We also try to schedule group classes for every level of English (ideally, three English classes are run: a Level 1&2 class, a Level 3&4 class, and a Level 5&6 class). The cuts in instructional FTE over the years has made scheduling challenging. The current 3.5 instructional FTE forces us to either cut courses or group students together in ways that are less than ideal. Courses cut are the ones with lowest registrations. This is almost always Level 1 & 2 English, which is taken by some of the most marginalized learners in the program and the most underserved literacy population in Vancouver.

### In-Person, Blended, and Online Delivery Options

The covid-19 pandemic led Basic Education programming to shift from in-person to blended delivery. We conducted surveys in 2021 (over 60 students participated) and 2022 (over 30 students participated) to assess whether we should return to entirely in-person classes. The consistent response is that:

- 1/3 want online-only classes
- 1/3 want in-person only classes, and
- 1/3 want blended classes.

As a result, Basic Education courses are run two days per week online and two days per week in-person. Students can attend classes four days a week with blended delivery, or students can choose to attend online only or in-person only two days per week if that best suits their needs.

### Math Delivery Format

Math programming is self-paced. We schedule students' class times so that they study with the same instructor and consistent cohort of peers for an entire term.

English Delivery Format

English programming is primarily group-based. We also allow students to do self-paced English on a case-by-case basis. In this instance, they would join the self-paced math students.

Computer Studies Delivery Format

Since January 2022, we have been running Computer Studies as a group class (as opposed to the previous self-paced format) taught by the Department Head. This makes it possible to place more math students (and English students, as needed) in the self-paced room and to make-do with our limited FTE. However, adding this 25% instructor responsibility to the Department Head's 100% administrative workload is not sustainable.

Ray-Cam Delivery Format

The outreach class at Ray-Cam Co-operative Centre is being offered with HyFlex delivery to allow for more flexibility and accessibility. It also helps with the classroom community and maintaining an academic routine.

**2.3.2 Student Outcomes**

Some key demographics of basic education students over the last 5 academic years (2016-17 to 2020-21) are on average:

- 57% female, 43% male
- largest age group is 20-30 years old (57%) with the second largest age group 31-30 years old (27%)
- 11% Indigenous student enrollment (self-identified) of total enrollment.
- 65% of students from within the Vancouver area, 11% from Burnaby, 7% from Surrey and the remainder within metro Vancouver and lower mainland.
- Of 38 students who responded to the student survey, 50% are working part-time, 11% are working full-time and 39% are not employed (Appendix 6, Q3).
- From experience, we know the majority of our students are BIPOC, though data on this has never been collected.
- From experience helping students register, we know that the majority of our students receive AUG funding, which means the majority of our students are living in poverty. We haven't gathered formal data to substantiate this.

**Student Advancement**Enrollment

Over the last 5 years (2016-17 to 2020-21), registrations declined from 552 to 246, or 109.78 FTE to 34.92 FTE. Program-based factors behind this decline include:

- cuts in ABE funding in 2015 which caused enrolment to plummet. Though finally reinstated in 2017, enrolment was slow to bounce back
- being unable to assess new students in person during the pandemic, all but halting our capacity to enroll new students
- the need for smaller classes for literacy students in the online learning environment
- a reduction of 0.5 FTE in instructional faculty (beginning in August 2020)
- the pausing of classes at Ray-Cam during the pandemic

- the difficulty of serving Level 1 & 2 English students in a strictly online environment during the pandemic.

#### Student Goals for Entering Basic Education (as stated in the student survey)

- upgrade grade 10 to get into trades programs
- complete grade 12
- improve career
- increase English fluency
- improve math skills
- improve computer skills
- general comments on increasing education

#### Attrition/Course Completion

There is no single snapshot of a Basic Education students (see Paragraph 2 of the Executive Summary). It is understood within the department that students make progress at their own rate and that it is not unusual for students to need more than one term to complete a level or course particularly in English and Math courses. There needs to be more recognition of the level of support and amount of time that it takes to raise the skill levels amongst the most vulnerable and least literate/numerate of our population.

#### Course completion

Students receive a Satisfactory (S), Unsatisfactory (U), or In Progress (IP) grade. An IP grade demonstrates that students are making progress but have not yet met the outcomes. If a student completes two consecutive IP terms, the student will receive a U and will not be able to reregister in that course. Instructors are proactive in helping students avoid getting to the point of a U grade by checking-in with students who demonstrate attendance issues or other obstacles to success before the withdrawal date to help address any difficulties or to advise that withdrawal is best until they are ready to return.

Basic Education English and Math levels were not originally designed to be completed in one term. They are equivalent to 1.5 grade levels in the K-12 system, where students get an entire year to complete one grade level. We have divided each English level into three parts. This strategy gives students enough time to master the skills at their level. That said, the curriculum wasn't changed in any significant way to facilitate completion of a part in one term. Curriculum development funds are needed to redesign the English curriculum, so each part is more purposefully designed to be completed in one term. Math hasn't been split up, but the Math curriculum can be divided into parts more simply – that work would be mainly administrative.

Some students plateau and do not make enough progress to move on to the next level despite being given an extra term to do so. The only way for these students to exit is to fail. We have discussed how and when we could create exit points within our program that could provide students with a dignified exit. An option could be to recognize English Level 4 as a moment of achievement, allowing students to move on to other endeavours with a sense of completion and success.

#### Progression

The following is a summary of how many how many students who registered in Level 6 Math or English went on to further upgrading education at VCC in the last 5 fiscal years (2017-18 to 2021-22).



- 98 registrations in ENGL 0661
- 55 registrations in ENGL 0662
- 40 registrations in ENGL 0663
- 39 registrations in ENGL 0750 (English 10 Part 1)
- 23 registrations in ENGL 0752 (English 10 Part 2)
- 11 registrations in MATH 0661
- 14 registrations in MATH 0750 (Math 10 Part 1)
- 11 registrations in MATH 0751 (Math 10 Part 2)
- 18 registrations in ABE-Graduation core courses for math and English combined, so minimal progression to the Adult Dogwood.

Basic Education students are unique, with varying goals, and may not complete all six levels of the program or advance to other programs at VCC. It is rare that a student will move through the program quickly.

### **Student Satisfaction**

The student survey and student focus group provided data around student satisfaction in the program.

#### Student Survey

- 100% of those who responded strongly agree/agree that they are treated with respect by department staff and instructors
- 94% of those who responded agree/strongly agree that instructors understand their needs are helping them reach their goals
- 97% feel supported in the program
- When asked what has been positive about their experience, themes centered on the teachers being supportive/helpful/respectful/patient/kind, seeing improvement/progress in their learning, friends/community relationships, motivation/growing confidence, and learning in a safe environment

#### Focus Group

- When asked what word came to mind about the Basic Education Department, students listed “growth”, “personal development”, “rewarding”, “Happy and learning”, “challenge”, “fun”, “knowledge” and “inspired”
- In terms of improvements, answers centred around more funding so there could be more instructors and more individual 1:1 time with instructors, more financial support for students, more class scheduling offerings, and improvements to online classroom experience
- Some students appreciate the flexibility of online classes

### **2.3.3 Program Planning and Administration**

#### **Articulation**

VCC instructors play an active role in the Adult Literacy Fundamental Level Articulation Working Group and ABE Articulation Steering Committee. The Basic Education Department Head currently chairs both. Our English, Math, Computer Studies, and Career Literacy courses (with the exception of ENGL 0300 and MATH 0300) are transferrable across 15 institutions in BC.

## Affiliations and Partnerships

Since the 1970s, our department has offered outreach classes in the community in partnership with a wide range of community organizations. We currently have outreach classes at [Coast Mental Health Clubhouse](#) (2012 – present) and [RayCam Cooperative Centre](#) (2015-present). Basic Education is also a long-standing member of the [Downtown Eastside \(DTES\) Literacy Roundtable](#).

In the adult literacy landscape, the main external source of funding is the Community Adult Literacy Program (CALP) funded by the Ministry of Advanced Education. Government funding for CALP programming has increased while funding for fundamental-level Adult Basic Education programs has decreased, which raises the questions whether the government intends to download responsibility for adult literacy from the public education system to the non-profit sector. There is a lot of great work being done in the non-profit sector, and this can supplement adult literacy classes in community colleges, but non-profit organizations rely on volunteers who typically have limited training. This impacts the ability of a program to meet the unique needs of each learner. Another downside of grant-dependant programming is that it tends to be temporary. For these reasons, Basic Education has an uneasy relationship to external funding sources. Basic Education needs to be base-funded in order to provide stable programming delivered by professional educators.

## Program Planning

Three themes stand out from our annual reviews and action plans over the past five years.

### 1. Recruitment and Retention

Basic Education Department has tried a variety of strategies to reach prospective students and retain current students (Marketing and Recruitment section below).

### 2. Curriculum Development

The annual reviews and department meeting minutes reinforce:

- the need for a credential for students who stop making progress (often in Level 4 English) to end on a more positive note than timing out and not being allowed to re-register.
- continual engagement with VCC's Indigenization Planning Framework
- the need to create more equitable opportunities for success for Basic Education students situated at the intersections of EAL and literacy learning (learners who speak English fluently without being able to read or write in English or their first language, are literacy students)

### 3. Advocacy

There is an ongoing need to build advocacy for fundamental level ABE into our actual program planning, our most urgent advocacy point being our need for restored FTE to run the Basic Education program fully and effectively. Class size is also a pressing advocacy issue. Okanagan College, College of New Caledonia, and Douglas College all set their maximum class size at 12. We believe our class sizes should also be a maximum of 12 students to meet the increasingly complex needs of our students. We also need to advocate for more seamless access for fundamental level students by streamlining registration and funding.

## Marketing and Recruitment

Marketing primarily involves postering, mail-outs to community organizations, ABE info sessions, and Experience VCC events, but this has slowed since we do not have the department FTE to run more classes. Students are also provided with promotional bookmarks to distribute to friends, family, or community members. Referrals are also an important part of our marketing with students being referred by friends or other departments under the adult upgrading umbrella or English as an Additional Language programs. Recruitment slowed during the which had a huge impact on enrollment, but we are on target to exceed enrolment targets for this fiscal.

Some strategies to the Basic Education department has identified to enhance marketing and recruitment efforts include:

1. Marketing resources to attract students from underserved areas in the Lower Mainland. We see an opportunity to expand our reach to students in North Vancouver, Richmond, Delta, and Surrey as fundamental-level programming has been reduced in these areas.
2. Resources to develop subject-specific marketing materials rather than just one brochure for all Math, English, Career Literacy and Computer Skills courses.
3. Simplifying the registration and AUG application processes for Basic Education students to remove barriers and obstacles

## Succession Planning

Faculty taking on the Department Head (DH) role are transitioned into the role by the previous DH. Senior faculty members who have been department leaders in the past also support new department leaders. This models the collegial nature of our department and the DH role.

New instructors visit classes to meet students and instructors and to experience our group-based and self-paced classrooms. There are also New Instructor Liaisons to help familiarize new instructors to the department, its operations, and practices.

Basic Education instructors communicate regularly with each other on the work being done in class and the progress of students.

### 2.3.4 Faculty and Staff

The Basic Education department team is made of:

- 4.5 faculty FTE (1 full-time department head + 3.5 instructional FTE)
- 1 full-time program assistant

We strongly feel that our faculty FTE should be increased by 0.5 to make our course schedule and workload more sustainable. Our FTE was 5.0, but due to a layoff and a bump into our department in 2020 from a member in a neighbouring department, we lost 0.5 FTE.

## Area Hiring Criteria

The Basic Ed hiring criteria was revised in 2022 and includes a balance of employment experience, academic credentials, and a commitment to teaching excellence, while also placing value on credentials in Adult Literacy, Special Education or Adult Education. It is challenging to find instructors

who have experience teaching Math, English, and adult learners. People tend to have a background in Math or English exclusively.

### Professional Development

Basic Education instructors routinely engage in Professional Development (PD) activities and endeavours that support academic innovation and providing relevant, accessible, and responsive course content. Although not the purpose of PD, recent and ongoing PD activities also include creating or revising learning materials and assessment tools.

### Workload

The Basic Education faculty workload was revised in 2022.

% of Full-Time Workload	Classroom Instruction	Office Hours	Marking & Prep	Department & College Jobs	Department Meetings
100%	16 hours	4 hours	3 hours	1 hour	1 hour
75%	12 hours	3 hours	2.25 hours	0.5 hours	1 hour
50%	8 hours	2 hours	1.50 hours	0	1 hour
25%	4 hours	1 hour	0.75 hours	0.5 hours dept liaison	0

On top of the regular instructor workload, faculty are involved in various department committees and duties such as English Exit Level Committee, Hiring Committee, Scheduling Committee, Math Committee, Disability Advisory Committee, Self-Paced Coordinator, New Instructor Liaison, Invigilators, Info Sessions, Fundamental Articulation, Education Council (EDCO), Ministry Advocacy, and ABE Working Group.

The Basic Education Department Head has more responsibilities than is typical of other college departments. For example, a Basic Education Department Head:

- Meets 1-1 with all prospective Basic Education students
- Liaises with students' support people (parents, caregivers, support workers)
- Creates class lists, since
- Manages more student conduct issues than average due to the complex mental health needs within our student population
- Coordinates grant funding (e.g. CALP) applications or works with the VCC Foundation to get additional external funds (e.g. Vancity grant)
- Assists all new students with registration and financial aid paperwork
- Liaises extensively with Student Services to support low-literacy students with navigating Disability Services, the library, the Learning Centre, and Counselling
- Assists students in getting a free or low-cost laptop

- Does grade entry for every student at the end of every term since Banner requires them to be assigned as the “Instructor” of every student in the department
- Liaises with CCA and CF about students moving between our departments (and currently, extensive conversations about the development of an “ABE Hub”)

Currently the Basic Education Department Head teaches the Computer Studies course, which has added to their workload. Permanently adding instructional duties to the Basic Education Department Head position would be detrimental to the operation of the program and to the physical and mental health of anyone who steps into the role.

### 2.3.5 Program and Student Support Services

We surveyed six service areas (Counselling, Disability Services, Financial Aid, IECE, Learning Centre, Registrar’s Office) and three VCC departments (EAL, CCA, LINCE) as part of the self-study.

The following are some of the key findings to emerge from the survey.

- More support could be provided to the department in terms of workshops from Counselling (psychoeducational workshops) and Disability Services (duty to inquire and accommodations workshops)
- Financial Aid have noticed that some students submit incomplete AUG forms
- Learning Centre tutors acknowledge they may not have all the training needed to support students with multiple needs
- Conversation within the Basic Education department around how students find tutors for support could be helpful in increasing awareness of the Learning Centre.
- CCA feel that there could be more collaboration between the two departments in assessment and marketing
- EAL and LINC would appreciate more regular Basic Education course offering updates to share with their students

### 2.3.6 Learning Environment (Physical and Online)

#### Office Space

There is an instructor office (Room 2711) with ten cubicles, class prep/file storage space, and a black and white photocopier. The Program Assistant, Department Head, and Assessment person work out of the Basic Education office (Room 2713). The office has a mailbox area, resource space, black and white photocopiers, stationary supplies, and filing cabinets.

#### Classrooms

Room 2759 is equipped with five computers to accommodate Computer Studies students in a self-paced classroom environment and contains a storage cabinet to hold class materials. Rooms 2702, 2706, and 2714 are used for group-based English classes or self-paced English/math classes and only consist of tables and chairs. Each classroom has an instructor desk with a computer, projector, and Audio/Visual capabilities. Currently the group-based Computer Studies class uses the computer lab in Room 2703 which has 30 computers. From UDL perspective, the department would like to have one stand-up or height-adjustable desk in each classroom and additional seating options (e.g., stability ball in each classroom).

### Room bookings

Having rooms tied to CRNs doesn't make sense for Basic Education because all the CRNs can be taught in all the classrooms. We must make up fake class times to be able to book our rooms. We also need to book our rooms (the same rooms) every three months, which is inefficient. We would like to be able to book our rooms once each year.

### Facilities

The Basic Education Department envisions an **ABE Hub** that would serve as the first point of contact for all new ABE students with streamlined services and coordination among Basic Ed, CCA and CF. An ABE hub could ensure that students have one point of contact to get assistance through the application, ABE-specific assessment, registration, and financial aid process with one-to-one help as needed, as well as connecting with disability services.

The Basic Education department would like a **multi-purpose room** with a sink, fridge, cooktop, coffee maker and lounge space. This would be used for art, cooking, and science-based English and math lessons, as well as for community building.

### Department Library

Our department office has a library of adult literacy materials, many of which are quite dated, that we've curated since the 1990s. Our annual book budget has also been reduced to \$300 from the previous \$1200. Instructors would benefit from more current resources in our department library and more high-interest low-vocabulary picture books for Level 1-2 students. Additional funds for this purpose are needed to ensure our library adequately reflects VCC's commitment to Indigenization and anti-racism.

### Educational Technology

There are no laptops at the VCC Library specifically reserved for Basic Education students. Many Basic Education students have been unable to borrow a laptop as the ones in the library are available to all VCC students on a first come, first serve basis. The Department Head assists students to get a free or low-cost laptop from the BC Technology for Learning Society, but the application takes a lot of time and follow up. As students can get reimbursement for these laptops through the Financial Aid Office, it may be worthwhile for Financial Aid to explore a bulk laptop purchase from the BC Technology for Learning Society that is specifically for Basic Ed students.

The Basic Education liaison librarian has reorganized the online readers by level to make them more accessible to literacy learners. The librarian visits Zoom classes to teach students about e-book borrowing and mail out options available through the library website.

Basic Education has a bank of iPads for classroom use. They aren't being used that often in our on-campus programming but could be if we identified some suitable apps for literacy and numeracy practice.

Students would also benefit from guided access to a computer program for decoding/phonics during times when we need to run our English Level 1-3s as a multi-level group class because the needs

within this grouping vary so much. Purchase of such a program to load onto our computers could cost us a few hundred dollars for a licence.

### Online Learning

Moodle is not widely used in the Basic Education department. Lower-level literacy students lack the technological understanding and experience to use this platform. Moodle creates barriers for students which negatively impact the overall learning experience. It would be helpful to have support for creating an alternate space for Basic Education's e-learning tools (like YouTube channels for each subject or a Basic Ed website that doesn't require a login).

### College Website and Forms

Basic Education students often experience complicated forms and websites when receiving help from Financial Aid or the Registrar's Office. A plain language approach to communications benefits everyone. Plain language training is available at SFU. College of New Caledonia is leading the way on making plain language a priority, and VCC can look to them as an example.

## 2.4 Self-Study Recommendations

**Table 1: Self-Study Recommendations**

KPI	Recommendations
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Apply for Ministry approval to make bulk math workbook purchases using AUG funds.</li> <li>• Digitize paper-based resources and make available in SharePoint.</li> <li>• Continue to develop online course materials and activities to support blended delivery of Math and English courses.</li> <li>• Consider an annual scheduling plan that offers courses with low enrolment on a rotating basis (eg. 1 or 2 terms a year) to maximize course offerings despite limited FTE.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore options for a capstone course or credential recognizing students who complete Level 4 English.</li> <li>• Split the Fundamentals of Mathematics courses into two parts (eg. Math 0611 and 0612) and assess impact on student success.</li> <li>• Review and revise the English curriculum to increase student completions.</li> <li>• Explore alternate structures for providing 1:1 help in online math courses.</li> <li>• Raise awareness within VCC of the reasons Basic Education students tend to have more IP grades (eg. Undiagnosed learning disabilities, developmental disabilities, housing instability, food insecurity, mental health concerns, precarious employment, etc.)</li> </ul>

<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Explore alternative names for our program.</li> <li>• Identify recruitment strategies for under-served geographic areas. Connect with KPU and Capilano advising to share marketing materials.</li> <li>• Work with marketing to look at branding options for literacy versus academic stream and develop course specific advertising materials.</li> <li>• Establish a maximum class size of 12 students for fundamental-level courses.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Reinstate FTE to 5.0 (it's currently 4.5).</li> <li>• Keep 100% release time for Department Head.</li> <li>• Explore whether any minor Department Head duties could be moved to the Program Assistant role.</li> <li>• Explore computer literacy course instruction in collaboration with CCA .</li> <li>• Advocate that curriculum funds be used for new materials for existing courses, not just for new courses.</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Begin discussions with student support services and EAL, CCA and LINC areas to further explore their recommendations for ways our departments can collaborate more. In particular, EAL and LINC would appreciate regular course offering updates to share with students.</li> <li>• Reach out to Counselling and Disability Services to discuss the workshops they can offer to Basic Education department and students.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Submit a capital request for height adjustable desks and balance balls in the classroom, new tables and chairs.</li> <li>• Explore lockers designated for Basic Ed Students.</li> <li>• Identify and purchase a learning management system that is more accessible than Moodle.</li> <li>• Explore a bulk purchase of laptops from the BC Technology of Learning Society using AUG funds.</li> <li>• Consult with Library about funds for class sets of readers or review priorities of dept library and apply for capital funds.</li> <li>• Continue to participate in the development of an ABE Hub at VCC to make the student intake experience more seamless.</li> <li>• Advocate for a college-wide plain language strategy to increase the accessibility of college communications (such as forms and websites).</li> </ul>

### 3 External Review Report Summary

The external review team consisted of David Morita (Vancouver School Board), Suzanne Smythe (Simon Fraser University) and Melinda Worfolk (College of New Caledonia), who visited the campus and met with the steering committee, students, and faculty. The ERT was impressed with the thoroughness of the report in identifying program successes and concerns and agreed that the findings supported all the recommendations in the self-study. Overall, they felt that the Basic



Education department at VCC offers a unique program in the province that aligns with several pillars of VCC's strategic innovation plan and contributes to a more just and equitable society.

Program strengths identified were:

- A pedagogical home for new and returning students seeking fundamental level education, serving Metro Vancouver.
- A strong sense of belonging for students in the program.
- Demonstrated care, attention, and consideration for the student as a whole person.
- Student appreciation/respect for the work and skills of the instructors.
- Responsiveness of both the program and faculty members to the diversity of the student body and the challenges they face.
- Respect for student's capacity for progression through careful planning for academic transitions.
- Imaginative and innovative use of learning technologies and social media.
- Use of the Open Education Resources developed by department leader Shantel Ivits.
- Strong sense of collegiality among faculty.
- A welcoming space, functional, well-lit, well-equipped classrooms.

The ERT's response centered on three themes of recruitment, intake and placement; program/course design and progression; and looking to the future.

#### 1. Recruitment, intake, and placement

The ERT identified the vulnerability of the student population and the care and dignity with which students must be treated. Recommendations centred on ways that the process can be improved and simplified so students don't get lost before even starting: a central ABE intake hub with staff trained to work respectfully with diverse students from a trauma-informed, anti-bias, equity lens; a simplified AUG funding form that minimizes invasive data collection and eliminates the need for spousal signature; and an assessment of student technology needs at intake. They also note the VCC website could be improved to clarify information about the basic education program.

#### 2. Course and program structure, progress, articulation with further learning pathways

The ERT observes that the loss of FTE has impacted course offerings within basic education. Students would like to take multiple courses, but they are not always available at non-conflicting times (ex. Computer studies and English), or not offered every term. Restoring 0.5 FTE and exploring alternate course scheduling and the impact of rotational scheduling (where courses are not offered until there are enough interested students), could lead to improved student experience and higher progression. A second key point was around data collection, and the need for appropriate means of collecting data (desegregated data) and indicators that are appropriate to the basic education program and student body. What are key measures of student success in this area? In terms of progression, the ERT raised that the 68% grade to pass the final exam and move to the next level may be worth re-evaluating as other institutions use 60%. They also highlighted that the fundamental ABE articulation work group is discussing a shift to focus on communication-based competencies in reading and writing rather than mastery approach and suggested the Basic Education department pilot that approach in an English course.

### 3. Future Innovations

The ERT identified that the transition of basic education courses online during the pandemic and the development of online tools like the YouTube math video series and digital open education resources offers the possibility to recruit students from a broader geographic area in the future, particularly in underserved areas where there may not be basic education programming. They also identify English as Additional Language learners as potential students who may benefit from some basic education courses and more collaboration with the EAL departments could support recruitment of those students. Other opportunity for collaboration were working more closely with student service areas and CCA programming. The ERT also expressed a hope for the ability to offer more cohort classes designed specifically for marginalized groups to support equity and inclusion, and continued outreach programming.

**Table 2: List of external review recommendations**

<b>Curriculum and Instruction</b>	
1.	Conduct a pilot learning outcomes assessment project oriented to communicative competency in English, with a lower progression threshold.
2.	Advocate at Fundamental ABE Articulation for broader learning outcomes.
<b>Student Outcomes</b>	
3.	Clarify, revise and/or enhance data collection and interpretation practices to ensure the BE Program and the College are measuring the same things with respect to student progress and completion, and that these data inform and allow the program and College to measure progress toward their strategic priorities, in particular (but not exclusive to) Academic Innovation and Engaged Communities.
4.	Scan the digital access of Basic Education students upon intake for highspeed Internet and appropriate devices in order to ensure equitable access to online classes and college resources
<b>Program Planning and Administration</b>	
5.	Waive the paperwork requirements for the AUG for all Basic Education students.
6.	Review the pages related to Academic Upgrading/Basic Education on the VCC website to ensure information is clear, correct, and easy to navigate/understand.
7.	Review the pros and cons of a rotational schedule before committing to it.
8.	Review and revise the course schedule so that students can register in both morning and afternoon classes.
9.	Consider extending outreach programs within and beyond Vancouver.
<b>Faculty and Staff</b>	
10.	At minimum, restore the .5 faculty FTE that the Basic Education program has lost in the past few years.

11.	Consider changing faculty recruitment requirements to attract a broader pool of applicants.
12.	Give faculty time to develop quality practices in online learning (as distinct from crisis remote teaching), appropriate for Basic Education students.
13.	Provide faculty with more time to create/revise materials.
<b>Program and Student Support Services</b>	
14.	Pursue the concept of a one-stop intake/information/recruitment program for Developmental students.
15.	Have people trained in equity and trauma-informed communication support intake for Basic Education students.
16.	Increase the devices available for loan from the Library if necessary.
17.	Form deeper relationships with other services and programs such as the Learning Centre, Disability Services, and the EAL program.
<b>Learning Environment</b>	
18.	Look at having classes from various developmental programs in adjacent classrooms at night, to enhance feelings of safety and security.

## 4 Response to External Review Report

### 4.1 Department Response

Basic Education faculty members are grateful to the External Review Team for their thoughtful work and inspiring recommendations. We especially appreciate their advocacy for making registration and financial aid more seamless and for restoring 0.5 faculty FTE to our program. We've embraced many of their recommendations in our final action plan and will briefly speak to some minor exceptions.

We worry that the emphasis placed on grammar in our English program may have been construed as heavier than the reality. We do use a process-based approach that focusses on reflection, meaning, and readability more than grammar, as recommended by the External Reviewers. Given this, we don't think it would be an effective use of resources to pilot an alternate learning outcomes assessment project as suggested. That said, we agree we ought to revise the checklist used for assessing writing in our Level 6 Final Exam to make it less grammar focused. We also agree that the articulated learning outcomes for Level 4 English are overly grammar-heavy and will advocate for those to be adjusted.

We discussed the threshold for progression from Basic Education into Grade 10, which is currently set at 68%. This threshold used to be 80% and was lowered about five years ago. We disagree with lowering it further because students who can't meet that requirement are unlikely to be successful

in Grade 10. Perhaps we could explore two streams based on students' goals – a literacy essentials stream and an academic stream.

We appreciated the recommendation to pursue more outreach programming but note that without more FTE, we would need to fund this programming with external grants. Grant-based programs are impermanent, leading to a network of unstable pop-up programming that students cannot make long term plans around. Grants also require us to compete with organizations with whom we have key relationships. If we extend outside of Vancouver, we also risk alienating post-secondary literacy providers in other jurisdictions. Finally, grants are time-intensive to apply for and evaluate and often come with restrictive strings attached. For these reasons, we don't want to become dependent on grants for outreach programming.

Overall, we are deeply appreciative of the work of the External Review Team and are eager to put many of their recommendations into practice!

## 4.2 Dean's Response

The efforts of steering committee and external reviewers that went into this program renewal is greatly appreciated. The level of engagement and analysis is apparent in the final list of recommendations. The renewal builds upon the strong history and strength of this program and what changes to consider to best respond to increasingly complex needs of current and future students.

I'm very grateful to the steering committee and external reviewers for generously contributing their time and expertise to this process. Their input will ultimately result in a positive outcome for students.

## 5 Final Comments and Recommendations

While recommendations were outlined in the self-study report, there may be revisions to the recommendations following the External Review report. Repeated recommendations have been removed and some recommendations have been combined into this final list, grouped by priority within each KPI.

**Table 3: Final Recommendations**

KPI	Recommendations
<b>Curriculum and Instruction</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Identify a strategy to provide Math workbooks at no cost to students</li> <li>• Continue to develop online course materials and activities to support blended delivery of Math and English courses.</li> </ul> <p><u>Medium</u></p> <ul style="list-style-type: none"> <li>• Review class scheduling: a) Explore offering low enrolment classes on a predictable rotating basis and b) Address student feedback about the long gap between morning and afternoon</li> </ul>

	<p>classes</p> <p><u>Low</u></p> <ul style="list-style-type: none"> <li>• Advocate at Fundamental ABE Articulation for broader learning outcomes.</li> </ul>
<b>Student Outcomes</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Explore options for a capstone course or credential recognizing students who complete Level 4 English.</li> <li>• Split the Fundamentals of Mathematics courses into two parts (eg. Math 0611 and 0612) and assess impact on student success.</li> <li>• Review and revise the English curriculum to support student success.</li> <li>• Explore alternate structures for providing 1:1 help in online math courses.</li> </ul> <p><u>Medium</u></p> <ul style="list-style-type: none"> <li>• Clarify, revise and/or enhance data collection and interpretation practices to ensure the BE Program and the College are measuring the same things with respect to student progress and completion, and that these data inform and allow the program and College to measure progress toward their strategic priorities, in particular (but not exclusive to) Academic Innovation and Engaged Communities.</li> </ul> <p><u>Low</u></p> <ul style="list-style-type: none"> <li>• Raise awareness within VCC of the reasons Basic Education students tend to have more IP grades (eg. Undiagnosed learning disabilities, developmental disabilities, housing instability, food insecurity, mental health concerns, precarious employment, etc.)</li> </ul>
<b>Program Planning and Administration</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Work with marketing to look at alternative names for our program, improved web pages, branding options for literacy versus academic stream and develop course specific advertising materials.</li> <li>• Simplify the AUG application process for all Basic Ed students.</li> </ul> <p><u>Low</u></p> <ul style="list-style-type: none"> <li>• Identify recruitment strategies for under-served geographic areas. Connect with KPU and Capilano advising to share marketing materials.</li> </ul>

<b>Faculty and Staff</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Reinstate FTE to 5.0 (it's currently 4.5).</li> <li>• Explore computer literacy course instruction in collaboration with CCA.</li> </ul> <p><u>Medium</u></p> <ul style="list-style-type: none"> <li>• Consider changing faculty recruitment requirements to attract a broader pool of applicants.</li> </ul>
<b>Student Support Services</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Continue to participate in the development of an ABE Hub at VCC to make the student intake experience more seamless.</li> <li>• Have student services staff trained in equity and trauma-informed communication support intake for Basic Education students.</li> </ul>
<b>Learning Environment</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Identify ways to increase accessibility in online learning/ learning management system for Basic Education Students</li> </ul> <p><u>Medium</u></p> <ul style="list-style-type: none"> <li>• Submit a capital request for laptop loans designated for Basic Education students</li> </ul> <p><u>Low</u></p> <ul style="list-style-type: none"> <li>• Consult with Library about funds for class sets of readers or review priorities of dept library and apply for capital funds.</li> <li>• Submit a capital request for height adjustable desks, new tables and chairs.</li> </ul>

### 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. Include SIP priority label at end.	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Identify a strategy to provide Math workbooks at no cost to students	Winter 2024	VCC Foundation (for funding source), Dean, Department Leader	No cost Math Workbooks
2	<b>Curriculum and Delivery</b> <ol style="list-style-type: none"> <li>Continue to develop online course materials and activities to support blended delivery of Math and English courses.</li> <li>Review and revise the English curriculum to support student success</li> <li>Explore alternate structures for providing 1:1 help in online math courses.</li> <li>Identify ways to increase accessibility in online learning/ learning management system for Basic Education Students</li> </ol>	Multi-year initiative: <ul style="list-style-type: none"> <li>Fall 2023: (c)</li> <li>Present – Winter 2025: (a), (c), (d)</li> </ul>	Dean, Basic Education faculty, CTLR, CD Funds, SIEF Funding, IT	<ul style="list-style-type: none"> <li>Revised English Curriculum</li> <li>Student and Instructor Feedback</li> <li>Updated online materials for Math</li> <li>More accessible LMS experience for Basic Education Students</li> </ul>
3	Review class scheduling to (a) explore offering low enrolment classes on a predictable rotating basis and (b) address student feedback about the long gap between morning and afternoon classes.	Fall 2023	Dean, Department Leader, Basic Education faculty	<ul style="list-style-type: none"> <li>Student feedback,</li> <li>Enrollment numbers</li> </ul>
4	Advocate at Fundamental ABE Articulation for broader English learning outcomes.	Fall 2023	Department Leader, ABE Articulation	ABE Articulation Meeting Minutes

#	Key Projects and Initiatives. Include SIP priority label at end.	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
5	Explore options for a capstone course or credential recognizing students who complete Level 4 English	<ul style="list-style-type: none"> <li>• Fiscal 2023-2024: Explore options</li> <li>• Fiscal 2024-25: Apply for CD funds, if needed</li> </ul>	Basic Education faculty, Discussions with relevant areas of the college	Set of recommendations
6	Split the Fundamentals of Mathematics courses into two parts (e.g., Math 0611 and 0612) and assess impact on student success	<ul style="list-style-type: none"> <li>• February 2023: speak with the RO</li> <li>• March 2023: Course outlines</li> <li>• April 2023: Submit to curriculum committee</li> </ul>	Department Leader, RO	Governance-approved revised Math outlines
7	Clarify, revise and/or enhance data collection and interpretation practices to ensure the BE Program and the College are measuring the same things with respect to student progress and completion, and that these data inform and allow the program and College to measure progress toward their strategic priorities, in particular (but not exclusive to) Academic Innovation and Engaged Communities.	Ongoing (part of the larger ABE conversation)	Dean, Department Leader, Institutional Research	<ul style="list-style-type: none"> <li>• Data for Annual Review in 2025 reflects needs of the Basic Education program</li> <li>• New strategy for collecting student feedback for the Basic Education program</li> </ul>
11	Work with marketing to look at alternative names for our program, improved web pages, develop course specific advertising materials.	Winter 2024	Marketing, Basic Education Department, Dean, ABE Hub Working Group	<ul style="list-style-type: none"> <li>• Alternative name</li> <li>• Revamped website</li> <li>• Stakeholder feedback</li> </ul>



#	Key Projects and Initiatives. Include SIP priority label at end.	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
12	Simplify the AUG application process for all Basic Ed students.	Present-Fall 2024	Student Recruitment & Learner Engagement Associate Director, Dean, Dept. Leader	<ul style="list-style-type: none"> <li>• Simplified process</li> <li>• Student feedback on process</li> </ul>
13	Identify recruitment strategies for under-served geographic areas. Connect with KPU and Capilano advising to share marketing materials.	Wait until we have new marketing materials	Department Leader, Marketing Materials	<ul style="list-style-type: none"> <li>• Waitlists</li> <li>• Enrollment numbers</li> </ul>
14	Advocate to reinstate FTE to 5.0 (it's currently 4.5).	Present – Winter 2024 (Discussions in progress)	Dean, VP Academic, VP Finance	Reinstated 0.5 FTE
15	Explore computer literacy course instruction in collaboration with CCA.	Fall 2023	CCA, Dean, Department Leader	Agreement between CCA and Basic Education
16	Consider changing faculty recruitment requirements to attract a broader pool of applicants.	June 2023	Basic Education faculty, Dean, People services	New faculty hiring criteria
17	Continue to participate in the development of an ABE Hub at VCC to make the student intake experience more seamless.	Ongoing	ABE Hub working group	Smoother intake process for all ABE students
19	Submit a capital request for laptop loans designated for Basic Education students	<b>Completed in Feb 2023</b>		
20	Consult with Library about funds for class sets of readers or review priorities of dept library and apply for capital funds.	Winter 2024	Basic Education Department, VCC Library, Capital Funds	New class sets
21	Submit a capital request for classroom upgrades with height adjustable desks, new tables and chairs.	November 2023	Capital request, Facilities	Submitted capital request



## **PROGRAM RENEWAL FINAL REPORT**

### **Paralegal Programs**

**Submitted to**

**Adrian Lipsett, Dean, School of Continuing Studies**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlatt, Chair, Education Quality Committee**

**Natasha Mandryk, Chair, Education Council**

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**On March 17, 2023**

**By: Andy Sellwood, Janet Chee, Claire Sauvé, Erin Lenz, Harwinder Sekhon, Sherry Pidperyhora, Elizabeth Kolas, and MaryAnn Reinhardt**

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## 1 Executive Summary

The Paralegal Certificate Program was launched in early 2004, with four practice areas: Litigation, Conveyancing, Corporate and Commercial, and Family and Estate Law. The Paralegal Diploma was launched in late 2004 and consists of courses from all four (certificate) practice areas. Entrance into both the Paralegal Certificate and Diploma programs requires proof of English language (English 12 with a C+) plus evidence of some form of legal experience. Both programs are part of Vancouver Community College's (VCC) Continuing Studies (CS) offerings.

As stated in the goal of the Paralegal Certificate: *"This program helps experienced paralegals and legal administrative assistants expand their professional opportunities. By increasing their knowledge and capabilities, graduates will be able to manage greater responsibility, work more independently, and advance their careers."* Similarly, the goal of the Paralegal Diploma states that the program *"...explores the theory and procedural aspects of legal matters that licensed paralegals are allowed to handle, such as presenting cases before specific courts and administrative tribunals<sup>1</sup>. Combining fundamental legal study with instruction and hands-on practice, this program develops intellectual and professional skills in the law. Students build the foundation of knowledge and skills needed to begin a career working within legal systems and institutions. Students attain an understanding of fundamental principles of law and receive theoretical and practical training in areas such as litigation, real estate, conveyancing, corporate law, and family law and estates. Classes are taught by lawyers and paralegals who hold academic and professional qualifications."*

The certificate program can be completed in one to three years, and the diploma can be completed in two to six years depending on student preference. The certificate and diploma programs are recognized by the BC Paralegal Association (BCPA). The programs are considered to be affordable and flexible, particularly when compared to similar programs at Capilano University (CapU) and University of the Fraser Valley (UFV).

A program renewal was started in May 2022, with a steering committee being struck and made up of the Paralegal Program Coordinator, the Associate Director of Continuing Studies, Program Instructors, the program assistant, an Institutional Research (IR) representative and an Instructional Associate as chair. The steering committee oversaw the completion of a self-study as per policy C.3.2 (Program Review and Renewal). IR provided enrolment and completion data, as well as BC Student Outcome data. Surveys were created and deployed – one for

<sup>1</sup> It should be noted that that the section *"..licensed paralegals are allowed to handle, such as presenting cases before specific courts and administrative tribunals."* is incorrect and needs to be updated. Paralegals are not licensed in BC nor is there a certification process or any such thing as a "certified" paralegal. The representation part in court is also incorrect in that this is limited to family law.

graduates of the program, and one for instructors in the program. A questionnaire was also sent out to VCC program and student support departments.

Other data that was examined for the self-study included a Hanover Academic Program Assessment research report which looked at the demand for legal administrative assistants in BC, as well as trends in the sector. Labour market data was collected, and a summary of required instructor qualifications was compiled. An Intentions paper, released by the Ministry of the Attorney General, covering the modernization of the Legal Professions Regulations was also reviewed and responded to. Finally, the program curriculum was checked for alignment and currency, and entrance requirements were compared with the CapU and UFV Paralegal programs.

Twenty-six recommendations were generated during the self-study based on the analysis of the data and the guiding questions laid out in each of the six key performance indicators: Program Planning and Administration, Curriculum and Instruction, Faculty and Staff, Student Outcomes, Program and Student Support Services, and Learning Environment (Physical and Online). Key self-study recommendations included:

- Review of the application and admission process with a focus on strategic enrolment management and streamlining the advising process.
- Explore self-serve tools for assessment of experience prior to application submission.
- Re-cost the programs, with a strong emphasis on maintaining market acceptability.
- Ensure that changes to the program are in line with the legal professions' regulatory modernization as laid out in the ministry's intentions paper ([Legal Professions Regulatory Modernization - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/industry/legalservices/modernization/modernization.htm)), and BCPA endorsement requirements.

A full list of self-study recommendations, organized by Key Performance Indicator (KPI), are shown below in at the end of section 2.

Following completion of the self-study report, an external review committee was formed consisting of two faculty member / instructors from similar Paralegal programs in Canada, as well as a Vancouver-based lawyer. The external review committee reviewed the self-study report and met with the VCC steering committee, VP Academic, students and graduates, and program instructors during two Zoom meetings on January 18<sup>th</sup> and 25<sup>th</sup> 2023.

The external review committee submitted a report on February 15<sup>th</sup>, 2023, which outlined their agreement that the self-study report had addressed all six KPIs. The external reviewers included areas for improvement and a set of recommendations in their report. The steering

committee met on February 22<sup>nd</sup>, 2023, to discuss the external review report. During these discussions, additional recommendations were agreed upon – these are shown in section 5.

## 2 Self-Study Report Summary

### Overview

In its current form, completion of the Paralegal certificate requires completion of seven core courses, plus four courses (tied to the four practice areas mentioned earlier), plus two elective courses, and a 500-hour practicum.. Certificate graduates are automatically admitted to the Paralegal Diploma Program. As mentioned, the Paralegal Diploma consists of courses from all four (certificate) practice areas; 441 classroom hours and a 500-hour practicum.

Currently, most classes are taught online in an asynchronous format that makes use of the Moodle LMS. This flexible approach allows students to work in the day and attend school in the evenings. Students can take between one and five courses per term, to suit their own workload and school-work-life balance.

The Certificate and Diploma Programs are well subscribed and have several strengths, four of which are emphasized below:

- The **part-time, flexible** nature of the program allows students to work in the day and attend school in the evenings.
- Program instructors are **industry-experts working in the legal field** either as paralegals or lawyers.
- The program is one of three in BC that is **endorsed by the BC Paralegal Association** (BCPA), highlighting the industry-relevance of the program.
- The program **affordability** is a strength of the program, and needs to be balanced in the competitive landscape, with the cost of running the program.

Program personnel (Program Coordinator, Operations Manager, and Associate Director) and the Steering Committee discussed and analysed the data collected during the self-study, noting program strengths, challenges and opportunities, highlighting key findings, and creating recommendations.

The data collected was analysed in relation to the following KPIs:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Student Support Services
5. Faculty and Staff
6. Learning Environment

### Curriculum and Instruction

This KPI examined the current state of the program curriculum and its compliance with VCC's educational policies and procedures. A curriculum review was conducted, focusing on the program content guides for the Paralegal certificate and Paralegal diploma, as well as the existing course descriptions, hours, and credits. The Paralegal graduate survey results helped inform key findings for this KPI, as did the Paralegal instructor survey.

The admission process, including the requirements for entry to the programs, was reviewed. The high workload associated with admission was discussed, with a number of proposals being put forward for simplifying the processes of admitting students. The VCC entrance requirements were compared with those at University of the Fraser Valley (UFV) and Capilano University.

The courses in both programs were compared to the 'Assignment of Credits to Courses' policy C.1.4 – the policy stipulates a ratio of 15 lecture hours to one credit. It was noted that most of the courses currently do not comply with Policy C.1.4 based on their number of hours and credits.

Policy C.1.3 Granting of Credentials also limits the number of credits that can be reapplied towards an equivalent credential (credits earned for one certificate may be used for another certificate provided that the students complete 50% new coursework). To comply with C.1.3, students should not be able to receive more than one Paralegal Certificate.

It is quite common for students to seek out a certificate in a second practice area as they progress through their career. It will be beneficial to the program and students to explore ways to recognize their learning in multiple program areas (for example real estate/conveyancing and then litigation).

While the PCGs have been reviewed and updated regularly over the past several years, the Course Outlines (i.e., Course Learning Outcomes, Assessment Plans, Instructional Methods etc.) have not been approved or scrutinized by VCCs Curriculum Committee or Education Council. Course content is reviewed and revised on a term-by-term basis by instructors, and revisions are implemented in the Moodle shells.

Instructors responding to the Paralegal Program Renewal Instructor Survey indicated the following regarding curriculum quality and currency:

- The curriculum is good quality (12.5% indicated excellent, 88.5% indicted good)
- Courses need either major (25% of respondents), moderate (37.5%) or minor (37.5%) revisions **each term**
- Courses need in terms of major (12.5% of respondents), moderate (50%) or minor (37.5%) revision learning outcomes, assessments, topics, and course description

Steering committee feedback indicated that the Torts course is more difficult than some other courses, but that the content is currently the minimum required. The program might benefit from a level II Torts course.

As discussed, almost all courses in these programs are currently delivered asynchronously via Moodle. In Moodle, students see instructor powerpoints, instructional documents, and videos. Some instructors record themselves lecturing and post these as videos. Students do not get together as a class but work at their own pace. Projects, case studies, and quizzes are used to have students engage with the material. Ninety percent of the courses include a final exam.

Students also fill in forms related to their area of law practice based on mock cases. This benefits students when they return to the workplace – having specific experience with real-life forms and procedures.

Responses from the Graduate Survey indicate:

- Online learning (especially that Moodle/online asynchronous) courses are more manageable for students' that are working full time
- Students are split between preferring face-to-face and online asynchronous courses
- There are student concerns around the availability of classes (e.g., some students had to wait until following terms, or up to 6 months or a year, to take required courses)
- There is a desire for program students to have precedence in registration over students taking courses a-la-carte
- A few respondents indicated some concern about quality of online classes, and interactivity with instructors

**Key Findings (Curriculum and Instruction):**

- Some (10) course descriptions required urgent updating; this was completed throughout the renewal.



- Program learning outcomes need to be refined and reviewed for alignment and credential level.
- Upcoming changes in the sector may impact curriculum redesign and development decisions.
- Student and steering committee feedback indicates some concern with admission process:
  - Consistency with application of admission requirements.
  - English language skills and past legal experience of fellow students.
  - Clarity of admission process, including assessments.
  - Complexity of admission requirements.
- Students are able to 'double-dip' and receive multiple certificates while having completed a fixed set of core courses.
- A key difference between the VCC and UFV program admission requirements is that the LAA certificate program at UFV must have been completed within 2 years and must include a practicum.
- Two key differences between the CapU and VCC program requirements are that CapU has an institutional English language requirement, and the level of English required for the program is higher at CapU (CapU *requires* a post-secondary English course, which VCC accepts English 12 with a C+).
- Course hours and credits do not align with policy C.1.4 (assignment of credits to courses).
- Graduate feedback indicated the following:
  - program quality is highly dependent on quality of instruction, and
  - student feedback showed mixed responses with regard to instruction.
- Some courses are more content-heavy which students find challenging. Some content areas may need to be expanded into level 1 and level 2 courses (for instance, Torts).
- Prior to Covid, 50% of courses were delivered face-to-face and 50% asynchronously via Moodle.
- Currently (as of Fall 2022) almost all courses are delivered asynchronously via Moodle.
- Curriculum requires minor to major updating on a regular basis.
- All course curriculum requires a moderate level of revisions in terms of learning outcomes, assessments, topics, instructional strategies and course description, updating rather than overhauling.
- Program and course revisions should include a curriculum alignment mapping (program learning outcomes to courses and course learning outcomes) exercise.
- Instructors preferences sway towards synchronous learning (either zoom or face-to-face).

## Student Outcomes

This KPI examines two aspects: student advancement and student satisfaction. Student advancement refers to data on enrollment, completion, graduation, attrition, employment, and progression. Student satisfaction refers to the degree to which students/graduates are satisfied with the equality of their educational experiences in the program.

The DACSO BC Student Outcome Surveys from 2017-2021 were examined, as were the Paralegal Graduate and Instructor surveys.

The data indicated that many of the students that *are* continuing their studies are doing so at VCC (for example, continuing to the diploma after first completing one of the certificates). If transfer agreements to facilitate degree completion were available (for example, at CapU), this might increase interest, access, and success for the VCC program.

In the Paralegal Instructor Survey, instructors were asked “*What kind of challenges do your students face? (Using Moodle, understanding lessons and assignments i.e. English, finding the course they need to take, lack of legal experience, other – please explain)*”. Qualitative responses indicate the following:

- Availability of courses.
- Difficulty with English language, particularly spelling and grammar, and understanding assignments.
- Using Moodle.
- Not enough legal experience to understand the assignments.
- Lack of experience with the research tools and techniques, understanding assignment requirements (thorough reading and comprehension of the questions).

In terms of employment outcomes, the labour market outlook for the Paralegal and other paraprofessionals in the legal industry is generally favourable as are the graduate outcomes from the VCC program.

For example, the DACSO BC Student Outcome Surveys from 2017-2021 for the VCC Paralegal programs indicated that:

- Virtually all (99%) of respondents are in the labour force, and of those,
- 97% are employed full time,
- 99% are in permanent jobs,
- 89% are employed in a training-related job, with
- 88% finding employment in less than 2 months.
- 92% of DACSO respondents are working as paralegals (NOC 4211: Paralegal and related occupations), and 37% are working as Legal Administrative Assistants (37%).

- The medial wage is \$31/hour, with 81% of respondents earning more than \$25/hour.

Furthermore, in terms of how well the programs prepare students for employment, 92% of DACSO respondents indicated that the skills and knowledge gained in their program(s) were useful or very useful to their jobs.

In terms of student satisfaction, the DASCO BC Student Outcome Surveys indicated that 93% of graduates were satisfied or very satisfied with the education they received. Likewise, Graduate Survey responses indicated that students are generally satisfied with the program and courses. Specifically, responses indicated that the program:

- helped them advance in their careers (92%),
- helped them in their current job (85%),
- expanded their knowledge about the legal field (90%),
- helped them to learn about their chosen field (75%), and
- met expectations (77%).

#### **Key Findings (Student Outcomes):**

- The labour market outlook for both Paralegals and Legal Administrative Assistants is strong.
- Many of the students continue on from in their studies at VCC (for example, continuing to the diploma after first completing one of the certificates).
- Litigation and Corporate are the most common practice areas for VCC graduates, and the most common credentials.
- Quantitative responses through DASCO and VCC Graduate Survey indicate a high level of satisfaction with the program.
- Qualitative responses offer some nuanced critiques which are mostly in curriculum and instruction (covered in section 5).
- Students and graduates are satisfied with the schedule of the program and the flexible learning options, however, there are some concerns about availability of courses.

### **Program Planning and Administration**

This key indicator examines the administrative and operational processes that guide the development, delivery, and evaluation of the program. The specific areas looked at included:

- Recognition and Regulation

- Program Planning
- Program Advisory Committee
- Marketing and Recruitment
- Succession Planning
- Labour Market Demand
- Gladue Report Writing Program

With regard to recognition and regulation, upcoming changes to the profession are expected and are laid out in the Legal Professions [Legal Professions Regulatory Modernization Intentions Paper](#) published by the Ministry of the Attorney General in September 2022.

Looking forward to the upcoming changes, the Intentions Paper reads:

*An ideal future state will likely enable one or more classes of licensed paralegals with a common scope or scopes of practice in specific areas, such as family and/or corporate law, and/or certain litigation matters. The Ministry is exploring establishing a minimum scope (or scopes) of practice for licensed paralegals in a revised statute, along with granting the regulator the authority to expand those scopes and create new ones. Another potential option is to require the regulator to establish a minimum scope (or scopes) of practice for licensed paralegals within a specified period of time. (p. 14).*

Impacts to Paralegal training in British Columbia are uncertain at the time of writing, but it is clear that if (or when) there is a minimum scope of practice set by the regulator, that the VCC program will need to meet those competencies.

Where program planning is concerned, as licensing changes are implemented through the new formed regulator for all legal professionals including paralegals, and as the proposed regulatory body is formed, curriculum changes may be necessary to a) align with other education providers, and b) adjust to changes in practice and scope for paralegals. Currently the timeline for implementation of these changes is uncertain, although, on March 10, 2023, the Benchers of the Law Society of BC unanimously passed a resolution to permit the licensing of paralegals by bringing into force the amendments to the Legal Profession Act in Bill 57 – 2018 Attorney General Statutes Amendment Act, 2018.

The program has seen consistently strong revenue for the past five fiscal years (based on a five-year trend pulled from FAST, 2022-10-19). The gross margin is an average of 76% (not including Program Coordinator salary, CS administration overhead, or College overhead). The Hanover

Academic Program Assessment indicated that on a national level, the VCC program is slightly below the average tuition for Paralegal Diploma programs of \$8,840.

Registration, Enrolment and Annual Program Review Data shows that while domestic enrolments have been declining in Continuing Studies (from 11,435 unique registrations in 2017/18 to 8,655 in 2021/22), registrations in Paralegal have been steady, with 1,132 unique registrations in 2017/18 and 1,284 in 2021/22. Paralegal registrations made up 15% of total Continuing Studies registrations in 2021/22.

In the experience of the department, most students hear about the program through word-of-mouth, from their employers and from the BC Paralegal Association. This indicates that the reputation of the program is strong and should be maintained. Based on data from the registration system in CS (D1), strong reasons that students take courses are for completion of a certificate and for professional development. Schedule and affordability are key reasons for students to choose VCC Continuing Studies.

Concerning student demographics, the DACSO student outcomes survey 2017-2021 indicated that Paralegal students:

- Median age is 34, with 80% of students being over the age of 30,
- 97% of students are female identified, and
- 2% of identifying as Indigenous students.

92% of DACSO respondents had taken previous post-secondary studies, with the majority (56%) being a non-trades credential below Bachelor level (including the VCC Paralegal Certificate) and significant proportion (35%) having received a prior Bachelor-level degree.

Similarly, responses from the Graduate Student Survey responses indicate that 86% of students have some post-secondary education, with 46% having less than a bachelor's degree and 37% having a Bachelor or Graduate degree. In addition, most (84%) of students have some experience in the legal field, with 40% having more than 5 years' experience. Most (88%) of students have acquired this legal experience within BC. Very few students gained their legal experience from another province or country, 2% and 6% respectively.

When asked what their job title was upon entering the Program, 64% of respondents indicated that they were Legal Administration Assistants or Legal Assistants. Other responses included clerk, other administrators or assistants, or job titles outside of the legal field. Only one responded indicated that they were previously a lawyer.

Annual Program Review data indicates that students come from all around Metro Vancouver, with the top four municipalities representing over 65% of students:

- 29.8% of students are from Vancouver,
- 15.2% from Surrey,
- 11.2% from Burnaby, and
- 9.0% from Richmond.

Graduate Student survey responses indicated that most students (88%) chose the program because the **part-time and evening courses with their work schedules**. On the other hand, the Hanover Academic Program Assessment for Paralegal and Legal Assistants programs puts forward a recommendation to allow students to enroll full time in order to increase access. Again, this needs to be balanced with the requirement for local relevant legal experience prior to paralegal study. Graduate survey responses also indicated that students chose the Program due to the **cost** and the **reputation of the program** (69% of responses), and qualitative responses indicate that recognition by BC Paralegal Association is a reason that they chose the Program. It is important to maintain that recognition through redesign.

To measure labour market demand, a variety of data sources were utilized – all showing a strong need for Paralegals and related occupations. For example, the BC Labour Market Outlook (2022) places NOC 421 (Paraprofessional occupations in legal, social, community and educational services) in the occupations with the highest number of job openings in the Mainland/Southwest region, with a total expected 13,390 jobs expected over the next 10-years, and a median wage of \$21.70 hourly.

Data from EMSI Job Posting Analytics and EMSI Occupation Comparison indicated that:

- Wages have remained fairly steady, between \$60k and \$47K between May 2019 and May 2022,
- there have been 2790 job postings in NOC 4211 in Metro Vancouver over the past five years (this includes Paralegals and LAAs), and
- 757 of those mention the title Paralegal in particular.
- The median hourly rate for Paralegals and related occupations is \$31.67, and there are 3,285 jobs expected in 2022 and 3,470 by 2025, a percentage change of 6%.

The Hanover report showed that jobs for paralegals and administrative assistants are expected to grow 29% between 2021 and 2022.

#### **Key Findings (Program Planning and Administration):**

- Some practicing paralegals take courses for upgrading, with approval of program area, and on a first-come first-serve basis (Program students take precedence).
- The Program tuition is lower than comparable programs in the province and across Canada.
- Instructional hourly rates are lower than at other institutions.
- Licensure and regulatory changes will be upcoming in the field.
- The program does not currently have a PAC.
- If International (or outside of BC) student recruitment is explored, the pathway must include some way of students receiving prior Canadian and BC-specific legal experience or education.
- The Gladue Report Writing Program may have some courses and/or content that could be incorporated into the Program.

## Faculty and Staff

This KPI looked at the organization of the Paralegal programs within the CS structure, as well as instructor hiring criteria, demographics, professional development, and workload.

Most of the Program area instructors are professional paralegals with at least 10 years of experience, although some courses (LEGL 1403 Court of Appeal Practice, LEGL 1405 Intellectual Property and LEGL 1470 Criminal Law Procedures) are taught by working lawyers.

It is a possible that if and when regulatory changes are introduced, that there may be implications in hiring criteria for Paralegal instructors.

The respondents from the Paralegal Program Renewal Instructor Survey indicate that 62.5% of instructors have been teaching for seven years or more, 25% between three and six years, and 12.5% of instructors for less than two years. The Program instructors have not had a rate increase in several years and are currently paid between \$60-\$65/instructional hour.

Professional development opportunities for instructors include:

- Workshops delivered by the Centre for Teaching, Learning, and Research, mostly focused on online learning
- the Provincial Instructors Diploma Program (PIDP) through fee-waiver, although, due to busy schedules of working full-time and teaching evenings and weekends, many instructors do not have the time resources to engage in this opportunity.

When asked “What supports do you need to improve your teaching?”, 50% of respondents of the Paralegal Program Renewal Instructor Survey indicated help with online teaching (Moodle) would be beneficial. Other responses indicated:

- Professional development sessions to interact with other instructors, share experiences and strategies
- Updates on Moodle, other online learning and assessment tools
- Advanced Moodle features
- Support in managing student reviews / feedback

Instructors are responsible for updating their course content before courses start, and when asked “What level of revisions do your courses need for each term?” in the Paralegal Program Renewal Instructor Survey, 25% respondents indicated major revisions while 37.5% of respondents indicated moderate revisions, and 37.5% indicated minor revisions. In written comments, respondents emphasized that course material needs to be updated regularly based on changes to the law, which are common. One response indicated that no substantive updates have occurred due to the lack of pay for such updates.

#### **Key Findings (Faculty and Staff):**

- Most Program instructors work full-time as paralegals or lawyers, and this is a key strength of the program.
- There is some desire for professional-development opportunities that include opportunities to network and share ideas, strategies with other CS / Program instructors.
- There is some desire for increased support with Moodle / online learning.
- Instructors are limited in their ability to update course materials due to resources and time.

### **Program and Student Support Services**

A Program and Student Support Questionnaire was deployed, and responses were obtained from the following service areas:

- Advising & Assessment
- Arbiter of Student Issues
- Financial Aid
- IT Services / Helpdesk
- Learning Centre



- Paralegal Program Staff and CS Registration Office Staff

Of these services, all six indicated that they do provide support services to students, instructors and staff in the Program area, and that resources in their areas are sufficient to meet the needs of the Paralegal students.

Some specific notes about how these and other service areas support the program include:

- The Learning Centre indicated that the most common support for Paralegal student is for resumes and writing (with a particular focus on grammar and punctuation).
- Based on Department observations, students primarily use the library for the Legal Research course. The database Lexus/Nexus Quicklaw is required for all paralegal students.
- IT provides general support (from student password resets to computer lab troubles, to individual staff software and hardware problems).
- In terms of the Paralegal Program Staff and CS Registration Office Staff: The volume of student inquiries is high, and involves email, phone calls, and redirecting inquiries. More complex issues and questions are directed to the Program Coordinator, and issues and questions involving registration and student accounts are directed to the CS Enrollment Services Officer (ESO).
- Some Paralegal students are funded through their community, nation, or band. When students seek funding, they liaise the Indigenous Education and Community Engagement office for support as required.

Some specific ways that the Paralegal Program Staff and CS Registration Office Staff support students and instructors includes:

- Providing information to prospective and enrolled students on program availability, admission requirements, course pre-requisites, English Language equivalency and assessments, application status, fees, seat availability, registration dates, course withdrawal, grades, policies and procedures, use of self serve internet services (myVCC account and how to check unofficial transcript).
- Assisting instructors with entering grades, class lists, re-scheduling exams, e-textbooks and photocopying.

#### **Key Findings (Program and Student Support Services):**

- Paralegal students, being part-time and mostly online, do not access VCC Student Services often.
- The volume of inquiries by phone and email for the Program Assistant and Program Coordinator is high relative to other CS programs.

#### **Learning Environment (Physical and Online)**

This KPI focused on the facilities, equipment, resources, and technology used to deliver the Paralegal programs.

Historically there has been a mix of online and face-to-face courses, although since Covid, there is a strong preference for online learning, and face-to-face courses have often been cancelled. In other words, almost all courses are now taught online either through asynchronous (Moodle-based) or synchronous (Zoom) formats.

Department observations were noted regarding the process for developing and maintaining Moodle shells and the quality of online infrastructure:

- The Program Coordinator copies the Moodle shells for instructors about 3 weeks before the courses start.
- Students are auto enrolled in the Moodle shell; sync issues arise from time to time between D1 and Banner that impact Moodle enrollment
- Instructors make all the necessary updates to contents and assessments if required in the three weeks before the course and then open the shells before the course starts.
- Program Coordinator double checks the shells (links, forums, and other activities) for errors and accuracy, which takes an average of 1-3 days per term, depending on the volume of courses.
- Most (all but 2-3) of the Paralegal courses have Moodle presence. Most courses are asynchronous.
- There is consistency in structure of the Moodle shells.
- There is room for improvement in the design, particularly because some of the online courses were built quickly at the beginning of Covid.
- The launch of Moodle 4.1 will provide an opportunity to upgrade the user experience of the Moodle instances.

#### **Key Findings (Learning Environment):**

- There is room for improvement in the online learning design, particularly because some of the online courses were built quickly at the beginning of Covid.
- Historically popular face-to-face courses have been running with lower enrollment or cancelling.

#### **Self-Study Recommendations**

Recommendations as outlined in the self-study report, listed by KPI.

KPI	Self-Study Recommendations
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Review and update or revise all Program and course curriculum.</li> <li>• Review English admission requirements in comparison with other institutions (for example, CapU requires a post-secondary English course).</li> <li>• Review legal experience / four legal skills courses requirement and identify core components of legal experience required for admission.</li> <li>• Request Curriculum Development funds to update the following components of the Program: <ul style="list-style-type: none"> <li>○ all course curriculum (review and revise course learning outcomes, assessments, course credit ratios); update rather than overhaul, and</li> <li>○ standardize online course resources (i.e., Moodle shells), including (but not limited to) navigation, design, gradebook, and assessments.</li> </ul> </li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore curriculum alignment amongst the other public PSIs to facilitate transfer agreements</li> <li>• Align VCC practicum length / outcomes with other public PSIs.</li> <li>• Assess response rate of CS Course Evaluations after new process implemented fall 2022.</li> <li>• Review Program structure for availability of required courses and pathways to completion.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• If full-time programming is explored, maintain currency of instructor knowledge and practice (for example, current instructors are working paralegals or lawyers)</li> <li>• Evaluate instructor rates and determine appropriate scale.</li> <li>• Explore ways of supporting instructors for ongoing / regular curriculum and content updates in program planning, costing, and requesting Curriculum Development funds</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Explore ways of improving awareness and access to students for the available services.</li> <li>• Explore options for solving issues around high demand for advising.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Examine and update the Program goal with an eye to the following factors: <ul style="list-style-type: none"> <li>○ target audience,</li> <li>○ benefit to students,</li> <li>○ limitations, and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ uniqueness of programming.</li> <li>● Review of the application and admission process with a focus on strategic enrolment management and streamlining the advising process.</li> <li>● Explore self-serve tools for assessment of experience prior to application submission.</li> <li>● Re-cost the Programs, with a strong emphasis on maintaining market acceptability.</li> <li>● Explore International (or outside of BC) student recruitment, ensuring that the pathway includes prior BC-specific legal experience or education as a requirement for entrance.</li> <li>● Ensure that changes to the Program are in line with the legal professions' regulatory modernization as laid out in the ministry's intentions paper (<a href="https://www2.gov.bc.ca/gov/content/industry/legalservices/modernization/modernization-intentions-paper">Legal Professions Regulatory Modernization - Province of British Columbia (gov.bc.ca)</a>), and BCPA requirements.</li> <li>● Continue to offer courses as professional development for practicing paralegals.</li> <li>● Assess suitability of incorporating courses or content from the Gladue Report Writing Program into Paralegal.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>● Develop and implement a departmental online learning strategy (including development of standardized course Moodle shell and learning design template).</li> <li>● Integrate best practices into online design and delivery.</li> <li>● Assess the possibilities, opportunities, and viability for returning to more face-to-face (or hybrid) learning.</li> <li>● Explore blended learning options, with asynchronous courses including one or two synchronous (in person or online) meetings.</li> <li>● Investigate the PIDP model for online asynchronous delivery.</li> </ul>

### 3 External Review Report Summary

Three external reviewers were contacted in late 2022 and agreed to participate in a review of the self-study and a site visit (a list of the reviewers is shown at the end of this section). It was decided that the site visit would be held over Zoom and be split into two evening sessions to facilitate the attendance of graduates and instructors. The external reviewers were sent the self-study report two weeks ahead of their first site visit.

At the first 'site visit' on January 18<sup>th</sup>, 2023, the external reviewers met with the members of the Paralegal steering committee after welcomes from Adrian Lipsett and David Wells. A high-level overview of the self-study report was delivered (focusing on the data collected and

recommendations for each KPI) to the external reviewers, with a chance for questions to clarify any unclear areas. The external reviewers then met with three students/graduates of the Paralegal programs, where discussions of the 'student experience' took place.

For the second 'site visit' session, on January 25<sup>th</sup>, 2023, the external reviewers met with a number of instructors from the Paralegal programs. Again, there was a chance for a robust Q&A. Following this, the external reviewers had a chance for a working meeting where they discussed their conclusions of the two site visit sessions.

An External review report was submitted on February 15<sup>th</sup>, 2023. In the report, the external reviewers agreed that the self-study report did address the six KPIs and that the "paralegal program at VCC has distinguished itself by its consistently strong revenue for the past five years despite having the lowest program tuition, by providing a part-time program and is fully flexible to the students' needs." They agreed with the program strengths as outlined in the self-study report.

Under 'Areas of Improvement' the report discussed:

- "Ensuring that course hours and credits align with policy C.1.4"
- that "instructors need to be provided with the time and pay to provide substantive updates to their course material on an annual basis."
- Evaluating instructor rates of pay
- Making students more aware of bursaries and scholarships
- The availability of seats in core courses, and the delays caused in program completion connected to this
- Adding a leadership/management course

It was noted that an error was made in the 'Concluding Comments' section of the external review report. This is addressed in section 4 below.

The recommendations put forward by the external reviewers were:

- Although it may be a wish to return to face-to-face instruction, the students and instructors prefer the asynchronous model of learning. Therefore, it would be advantageous to have professional curriculum development courses for instructors to enhance online skills that can maximize and maintain 100% asynchronous learning.
- Request Curriculum development funds to standardize online course resources (i.e., Moodle shells), including but not limited to navigation, design, gradebook and assessments.
- The program would benefit from one or two short-term, full-time instructors who could oversee the curriculum development and create the overall standard for online course resources.

- The program would also benefit from professional development “days” for instructors to meet, gather, share resources, information and best practices. Perhaps guest speakers to facilitate.
- Students like lawyers as lecturers and guest speakers, but mentioned lawyers are busy, and perhaps the courses could be led by paralegals/subject matter experts currently working as paralegals to provide feedback, mark, and increase the number of writing assignments.
- Not all discussion forums are monitored, or if they are they students weren’t always aware.

#### External reviewers:

- Academic Representative from Post-Secondary Institution: Terry Becker Instructor, Paralegal Studies, University of the Fraser Valley
- Academic Representative from Post-Secondary Institution: Marcia Green Program Coordinator, Paralegal Program, Algonquin College of Applied Arts and Technology
- Industry Representative: Roselie Vilareal Associate, McQuarrie Hunter LLP.

## 4 Response to External Review Report

The Paralegal steering committee met on February 22<sup>nd</sup>, 2023, to discuss the external review report. Based on the areas for improvement and additional recommendations put forward by the external reviewers, a set of new recommendations were created and added to the recommendations from the self-study report. These are shown in section 5 below. Following this, the final set of recommendations were prioritized by the steering committee.

A few additional points were mentioned during the meeting on February 22<sup>nd</sup>:

- An error was made in the concluding comments section of the external review report. In terms of the changes in licensing requirements what should have been stated is that any VCC Paralegal program changes must align with the legal professions’ regulatory modernization laid out in the initiative to align to a single regulator of all legal professionals [including lawyers, notaries, and licensed paralegals] (see ministry’s intentions paper Legal Professions Regulatory Modernization - Province of British Columbia (gov.bc.ca)).
- It has been confirmed that Okanagan College has a program proposal up for peer review for a new Paralegal Diploma. It is unsure how this will impact the delivery of Paralegal education in BC. The steering committee felt that a higher priority than new programs was the development of better transferability between existing Paralegal programming in BC.

## Other Responses to External Report

### Adrian Lipsett – Dean Continuing Studies

“Our Paralegal programs play a valuable role within the sector and our region and we are keen to undertake the full renewal process to ensure it remains up to date, relevant, prepared for the potential of a shared legal regulatory environment, and impactful to our community. We appreciate the emphasis on extending the scope of professional development we offer through our program, in particular how we might better support our instructional team in their crucial role within the classrooms. In addition, we look forward to examining how we can work collaboratively with other programs in the province to better support student access, mobility, and credit transfer. We wish to express our sincere thanks to each member of our external review panel for their gracious and generous investment of time, perspective, and input on the external review of our Paralegal programs.”

## 5 Final Comments and Recommendations

As discussed, there were revisions made to the recommendations following the discussion of the External Review report. New recommendations are highlighted in red.

KPI	Final Recommendations	Importance
Curriculum and Instruction	<ul style="list-style-type: none"> <li>Review and update or revise all Program and course curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Very high</li> </ul>
	<ul style="list-style-type: none"> <li>Review English admission requirements in comparison with other institutions (for example, CapU requires a post-secondary English course).</li> </ul>	<ul style="list-style-type: none"> <li>Very high</li> </ul>
	<ul style="list-style-type: none"> <li>Review legal experience / four legal skills courses requirement and identify core components of legal experience required for admission.</li> </ul>	<ul style="list-style-type: none"> <li>Very high</li> </ul>
	<ul style="list-style-type: none"> <li>Request Curriculum Development funds to update the following components of the Program:               <ul style="list-style-type: none"> <li>all course curriculum (review and revise course learning outcomes, assessments, course credit ratios); update rather than overhaul, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Very high</li> </ul>

KPI	Final Recommendations	Importance
	<ul style="list-style-type: none"> <li>○ standardize online course resources (i.e., Moodle shells), including (but not limited to) navigation, design, gradebook, and assessments.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Explore the addition of teamwork, conflict resolution, and professionalism courses/content</li> </ul>	<ul style="list-style-type: none"> <li>● Low</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Explore curriculum alignment amongst the other public PSIs to facilitate transfer agreements</li> </ul>	<ul style="list-style-type: none"> <li>● Medium/high</li> </ul>
	<ul style="list-style-type: none"> <li>● Align VCC practicum length / outcomes with other public PSIs.</li> </ul>	<ul style="list-style-type: none"> <li>● Very high</li> </ul>
	<ul style="list-style-type: none"> <li>● Assess response rate of CS Course Evaluations after new process implemented fall 2022.</li> </ul>	<ul style="list-style-type: none"> <li>● Medium/high</li> </ul>
	<ul style="list-style-type: none"> <li>● Review Program structure for availability of required courses and pathways to completion.</li> </ul>	<ul style="list-style-type: none"> <li>● Medium/high</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>● If full-time programming is explored, maintain currency of instructor knowledge and practice (for example, current instructors are working paralegals or lawyers)</li> </ul>	<ul style="list-style-type: none"> <li>● Medium</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate instructor rates and determine appropriate scale.</li> </ul>	<ul style="list-style-type: none"> <li>● High</li> </ul>
	<ul style="list-style-type: none"> <li>● Explore ways of supporting instructors for ongoing / regular curriculum and content updates in program planning, costing, and requesting Curriculum Development funds</li> </ul>	<ul style="list-style-type: none"> <li>● Very high</li> </ul>
	<ul style="list-style-type: none"> <li>● Explore which PD opportunities with respect to online learning and Moodle course development would be beneficial for instructors (and determine funding for this)</li> </ul>	<ul style="list-style-type: none"> <li>● High</li> </ul>
	<ul style="list-style-type: none"> <li>● Explore creating instructor 'PD' days where instructors can meet, share ideas etc.</li> </ul>	<ul style="list-style-type: none"> <li>● High</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>● Explore ways of improving awareness and access to students for the available services.</li> </ul>	<ul style="list-style-type: none"> <li>● Medium/high</li> </ul>
	<ul style="list-style-type: none"> <li>● Explore options for solving issues around high demand for advising.</li> </ul>	<ul style="list-style-type: none"> <li>● Very high</li> </ul>
	<ul style="list-style-type: none"> <li>● Determine better processes for informing students of scholarships and bursaries</li> </ul>	<ul style="list-style-type: none"> <li>● Medium</li> </ul>



KPI	Final Recommendations	Importance
	<ul style="list-style-type: none"> <li>• Explore student loan eligibility</li> </ul>	<ul style="list-style-type: none"> <li>• Medium</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Examine and update the Program goal with an eye to the following factors:               <ul style="list-style-type: none"> <li>○ target audience,</li> <li>○ benefit to students,</li> <li>○ limitations, and</li> <li>○ uniqueness of programming.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Very high</li> </ul>
	<ul style="list-style-type: none"> <li>• Review of the application and admission process with a focus on strategic enrolment management and streamlining the advising process.</li> </ul>	<ul style="list-style-type: none"> <li>• Very high</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore self-serve tools for assessment of experience prior to application submission.</li> </ul>	<ul style="list-style-type: none"> <li>• Very high</li> </ul>
	<ul style="list-style-type: none"> <li>• Re-cost the Programs, with a strong emphasis on maintaining market acceptability.</li> </ul>	<ul style="list-style-type: none"> <li>• Very high</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore International (or outside of BC) student recruitment, ensuring that the pathway includes prior BC-specific legal experience or education as a requirement for entrance.</li> </ul>	<ul style="list-style-type: none"> <li>• Medium/high</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure that changes to the Program are in line with the legal professions' regulatory modernization as laid out in the initiative to align to a single regulator (see ministry's intentions paper <a href="https://www2.gov.bc.ca/gov/content/industry/legal-professions-regulatory-modernization">Legal Professions Regulatory Modernization - Province of British Columbia (gov.bc.ca)</a>), and are done in communication with the BCPA.</li> </ul>	<ul style="list-style-type: none"> <li>• Very high</li> </ul>

KPI	Final Recommendations	Importance
	<ul style="list-style-type: none"> <li>Continue to offer courses as professional development for practicing paralegals.</li> </ul>	<ul style="list-style-type: none"> <li>High</li> </ul>
	<ul style="list-style-type: none"> <li>Assess suitability of incorporating courses or content from the Gladue Report Writing Program into Paralegal.</li> </ul>	<ul style="list-style-type: none"> <li>Medium</li> </ul>
	<ul style="list-style-type: none"> <li>Explore ways to optimize core course availability</li> </ul>	<ul style="list-style-type: none"> <li>Medium/high</li> </ul>
	<ul style="list-style-type: none"> <li>Establish transferability of VCC courses to other institutions</li> </ul>	<ul style="list-style-type: none"> <li>Very high</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Develop and implement a departmental online learning strategy (including development of standardized course Moodle shell and learning design template).</li> </ul>	<ul style="list-style-type: none"> <li>High</li> </ul>
	<ul style="list-style-type: none"> <li>Integrate best practices into online design and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>High</li> </ul>
	<ul style="list-style-type: none"> <li>Assess the possibilities, opportunities, and viability for returning to more face-to-face (or hybrid) learning.</li> </ul>	<ul style="list-style-type: none"> <li>Low</li> </ul>
	<ul style="list-style-type: none"> <li>Explore blended learning options, with asynchronous courses including one or two synchronous (in person or online) meetings.</li> </ul>	<ul style="list-style-type: none"> <li>High</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate the PIDP model for online asynchronous delivery.</li> </ul>	<ul style="list-style-type: none"> <li>High</li> </ul>

### 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	<p>Update all Paralegal Program Content Guides and Course Outlines</p> <ul style="list-style-type: none"> <li>• Update course learning outcomes, assessments, course hours</li> <li>• Update program goal</li> <li>• Explore curriculum alignment with other PSIs to facilitate transfer agreements</li> <li>• Align practicum length / outcomes with other public PSIs.</li> <li>• Review Program structure for availability of required courses and pathways to completion.</li> <li>• Maintain market acceptable tuition fees.</li> <li>• Ensure that changes to the Program are in line with the legal professions' regulatory modernization as laid out in the initiative to align to a single regulator (see ministry's intentions paper Legal Professions Regulatory Modernization - Province of British Columbia (gov.bc.ca)), and are done in communication with the BCPA.</li> <li>• Continue to offer courses as professional development for practicing paralegals.</li> </ul>	March 2024	CD Funds, CS Admin Team, Paralegal Instructors	Fully updated curriculum passed through VCC governance

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	<ul style="list-style-type: none"> <li>Assess suitability of incorporating courses or content from the Gladue Report Writing Program into Paralegal.</li> </ul>			
2	Review Paralegal entrance requirements <ul style="list-style-type: none"> <li>English requirements</li> <li>Legal experience</li> <li>Review of the application and admission process with a focus on strategic enrolment management</li> <li>Explore possibility of self-serve tool to assess qualifications</li> </ul>	March 2024	CS Registration Office, CS Admin Team, Paralegal Instructors, Program Assistant	Standardized requirements for English and prior legal experience, and streamlined process for admissions
3	Update Moodle shells for all Paralegal courses <ul style="list-style-type: none"> <li>Standardize look and 'feel'</li> <li>Improve navigation, design, gradebook set up</li> <li>Improve online assessments</li> </ul>	December 2024	Online Developers (CTLR), Program Instructors	Set of standardized Moodle shells for all courses
4	Assess response rate of CS Course Evaluations after new process implemented fall 2022.	September 2023	Program Assistant, CS Registration Office, Program Instructors	Higher response rate of course evaluations
5	Evaluate instructor rates and determine appropriate scale <ul style="list-style-type: none"> <li>Explore ways to support instructors with ongoing course updates</li> </ul>	March 2024	CS Operations Manager, CS Admin Team	Alignment of instructor rates with other institutions, capacity to update curriculum on ongoing basis
6	Create PD opportunities for instructors <ul style="list-style-type: none"> <li>Online learning and Moodle course development</li> <li>Instructor meetings to share ideas etc.</li> </ul>	September 2023	CTLR, CS Admin Team, VCC Student Services	Set of scheduled PD opportunities for instructors

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	<ul style="list-style-type: none"> <li>Exploring services for students (e.g. disability services)</li> </ul>			
7	Solve issues around high demand for advising <ul style="list-style-type: none"> <li>Streamline advising process</li> <li>Determine better processes for informing students of scholarships and bursaries</li> <li>Explore student loan eligibility</li> </ul>	March 2024	CS Registration Office, CS Admin team	Streamlined advising processes, better communication with students around scholarships, bursaries, courses, and loans



## **PROGRAM RENEWAL**

### **Final Report**

#### **Medical Laboratory Assistant Certificate**

**Submitted to**

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Todd Rowlett, Chair, Program Review & Renewal Committee

Natasha Mandryk, Chair, Education Council

**Vancouver Community College  
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**On April 6, 2023**

**By**

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## 1 Executive Summary

The VCC Medical Laboratory Assistant (MLA) Program is robust and meets the current needs of clinical partners, students and the workforce. That said, there is always room for improvement, as noted by 26 recommendations through the Self-Study. The magnitude of these recommendations is highly variable, and some recommendations are interdependent.

The program will embark upon a full curriculum review, including updating/improving our teaching materials and adding elements necessary to meet the current Canadian Society for Medical Laboratory Science (CSMLS) requirements. Curriculum updates will incorporate a variety of strategies to maximize learning, foster a safe and challenging environment and provide valuable real-world context throughout the program.

There are also have some larger decisions to contemplate, such as whether to pursue accreditation, whether to re-map the program into 2 x 4-month terms, and the feasibility of creating laddering opportunities into the Medical Laboratory Technologist (MLT) program.

The External Review team commended the program for its self-study and notes that the conclusions and recommendations made in the Self-Study Report are clearly supported and clearly outlined. The recommendations for all key performance indicators are noted to be well designed and forward thinking. The External Review Team provided summary comments and recommendations for pre-requisites, curriculum delivery and design, enhanced simulation and access to Electronic Health Records, and increasing student accessibility through design among other recommendations.

## 2 Self-Study Report Summary

### Overview

The Self-study report is evidence based and includes, but is not limited to, data from students, faculty, graduates, industry representatives, and labour markets.

### Curriculum and Instruction

The program learning outcomes are all met by the course learning outcomes and assessments. There are some discrepancies and differences between the course outlines on vcc.ca and the program online teaching platform (Moodle). There are also some differences in evaluation and course objectives. The differences, while minor can contribute towards confusion and frustration for students. The differences could be reconciled in a comprehensive program curriculum review. The program learning goals could be better aligned to individual course learning activities and modules. Within each course, some of the power points and lesson plans have vague or general learning outcomes and the summaries and learning activities could better articulate and associate the content to the learning outcomes. The associated learning exercises could be modernized and updated to better appeal to current student populations.



## **Student Outcomes**

Data from student and graduate surveys indicates that students are fairly satisfied with the instructional quality, program design and experiences, however it should be noted that survey response rates are low. Feedback indicates that the Laboratory/Practical sessions hold immense value for the students. Based on the feedback here, and that of the external reviewers, this practical learning would be supported by enhanced lab demonstrator presence.

Students who attended during the modified learning model in response to the Covid 19 pandemic measures, did indicate a preference for less reliance on online learning, but did appreciate the time for school-life balance. This perspective will be useful in curriculum planning and delivery going forth.

Upon Graduation, students are successfully finding work in their field of study, with the majority finding stable employment.

Key data for this section is the analysis of student and graduate surveys; response rates are consistently low thus recommendation for action to enhance survey response is a priority.

## **Program Planning and Administration**

MLAs are in high demand in the province, and our program is well respected. The program endeavours to make some significant enhancements and additions to curriculum, and potentially alter the delivery model and length of program. The program is recognized by the BC Society for Laboratory Science and meets their required competency guidelines. However, there is interest in pursuing accreditation through Accreditation Canada's EQual Accreditation program. This would align VCC's program with other Public Post-secondary MLA programs.

VCC MLA program has strong connections with stakeholders in the community, including local health authorities and private lab companies, and a strong PAC. The program continually meets target enrolment plans and currently has a waitlist. Program graduates are in high demand as there is currently an acute shortage of MLA's. Continued discussion with the Provincial Government for funding opportunities will aid in meeting the sector needs.

With the lowest tuition in the province, a tuition reset should be considered to account for program enhancements and curriculum growth.

## **Faculty and Staff**

The program has qualified faculty and operates at an effective and efficient level with respect to workload in the current program delivery structure, though there are steps we can take to improve operations to meet best practices in teaching and learning.

Faculty utilize Professional Development opportunity and resources to stay current in their discipline and educational practice. The Lab Demonstrator has added to the program quality by performing laboratory preparation/clean-up functions and working with students in small groups to reinforce

lessons and maximize time on campus. This addition has also helped to make faculty workload more manageable and should be prioritized for further resources and funding.

The current workload profile represents the program in 1992. An update is required to represent current workload in delivery of classroom, lab and blended learning activities along with integrating initiatives to support VCC's Strategic Innovation Plan.

### **Program and Student Support Services**

Feedback from student support services indicate a desire to be more involved in student orientation and to have an opportunity to speak to Faculty about their services. The timing of cohort intakes does not fit with these services' natural points of student engagement. If the program was aligned with the 4-month VCC terms, the schedule would integrate with these natural and planned points of student support engagement.

### **Learning Environment**

The program provides learning opportunities in classroom, out-patient laboratory, and in-patient rooms and in the online environment. This combination of spaces allows us to teach, learn and practice in different contexts and to develop the variety of skills required for our MLAs.

There are ongoing challenges with classroom technology, adequate lab space and currency of lab equipment. The use of Moodle has been an asset to the blended learning delivery method.

## **Recommendations**

Recommendations as outlined in the self-study report.

KPI	Recommendations
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• <i>Review program and course learning outcomes for appropriate wording and consistency across platforms.</i></li> <li>• <i>Review and update of curriculum, overall.</i></li> <li>• <i>Examine the course hours and credits in their revised forms and apply VCC's 'C.1.4 Assignment of Credits to Courses' policy.</i></li> <li>• <i>Review and revise the MLA Student Handbook.</i></li> <li>• <i>Review entrance requirements and possibility for competitive entry process.</i></li> <li>• <i>Development and addition of interprofessional education and collaboration activities</i></li> <li>• <i>Development and addition of simulation activities, including the hi-fi simulation laboratory</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Prioritize and address gaps identified between CSMLS competencies and the VCC MLA curriculum</i></li> <li>• <i>Explore curriculum and instruction enhancements using EMR or LIS-like database</i></li> <li>• <i>Explore the possibility of lengthening the program to two 4-month terms.</i></li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• <i>Take steps to increase response rate. For starters, we will make a plea to the exiting students and let them know when and from where they should expect to see the invitation to participate.</i></li> <li>• <i>Maintain a high level of instructional quality that includes laboratory and practical sessions. Use time on-campus for individual and group activities. As we review curriculum for individual courses, explore opportunities for additional applied/active learning</i></li> <li>• <i>Time in lab could be increased if supported by a lab demonstrator.</i></li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• <i>Advocate and budget for a permanent 0.4 FTE Lab Demonstrator.</i></li> <li>• <i>Prioritize and budget for an annual day for all staff meeting/curriculum review.</i></li> <li>• <i>Review and revise faculty workload profile.</i></li> <li>• <i>Examine staffing requirements alongside any curriculum changes that result from this review and add/allocate FTE accordingly.</i></li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• <i>Invite all student services to present at our orientation day, or within the first week of class to increase their visibility</i></li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• <i>Explore tuition reset based on current tuition, proposed curriculum enhancements and changes in delivery.</i></li> <li>• <i>Create and deliver Information Sessions twice/year that coincide with the intake windows for each cohort.</i></li> <li>• <i>Connect with BCIT to explore possibility of MLA --&gt; MLT laddering opportunities into their program Level 1 or 2 courses.</i></li> <li>• <i>Assess need for MLAB1116 succession plan and appropriately prioritize professional development requirements for successful transition</i></li> <li>• <i>Advocate and budget for creation of a permanent part time (0.4 FTE) lab demonstrator position.</i></li> <li>• <i>Maintain a 2 meeting per year schedule from 2023 onward with the PAC.</i></li> <li>• <i>Pursue EQual Canada Accreditation for the VCC MLA</i></li> </ul>

	<p><i>program, beginning with a gap analysis between the EQual Canada Standards and the VCC program.</i></p> <ul style="list-style-type: none"> <li>• <i>Explore opportunities for student materials fees through the bookstore</i></li> <li>• <i>Ensure the program is accessing available development and curriculum funds through the College where appropriate</i></li> <li>• <i>Review how placements are made through HSP Net; consider how this coordination happens with other programs; and consider how practicum placements might fit into a new program schedule.</i></li> </ul>
<p><b>Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• <i>Ensure the projector in B3205 is on IT's list for replacement</i></li> <li>• <i>Investigate possibility of reclaiming a dedicated in-patient space</i></li> </ul>

### 3 External Review Report Summary

#### Overview

The external reviewers' report notes that majority of conclusions and recommendations made in the Self-Study Report are clearly supported and clearly outlined. The recommendations for all key performance indicators are well designed and forward thinking.

The pursuit of Accreditation Canada is noted as worthy and aligns with the proposed creation of a College of Diagnostic and Therapeutic Health Professionals of BC. Identifying this target means additions to the curriculum, specifically moving to two four-month terms and acquiring a Laboratory Information System (LIS) would be highly advantageous in meeting the Canadian Society for Medical Laboratory Sciences (CSMLS) competencies.

In general, there are requirements for updating curriculum design and delivery, including pre-requisites, contents to address communication, Cultural humility and safety in healthcare, simulated practice experience including LIS.

The external review team acknowledges the strength of VCC leadership and departmental instructors and support. Students graduate with strong skills and are considered more prepared than most graduates.

Areas for improvement include increasing student survey responses, specific technical skills, enhanced ECG theory review, increased experiential learning through simulation, altered practicum

timing, and communications with external stakeholders to ensure program includes all components for MLA scope of practice. Furthermore, recommendations for decolonization, indigenization are highlighted as an area for development. Interestingly the reviewers suggested integrating simulation of the physical demands of an MLA into the curriculum.

## Recommendations

KPI	External Review Team Recommendations
<b>Curriculum and Instruction</b>	<ol style="list-style-type: none"> <li>1. Program prerequisite for Biology 12 no longer exists within the BC High School Curriculum, suggesting an update to reflect the new course stream.</li> <li>2. Integration of Indigenization/decolonization, involving elders or knowledge keepers in teaching the First Nations content, continue with reserved seats in each cohort for indigenous students, include curriculum design to include the indigenous experience in healthcare.</li> <li>3. Incorporate simulation content to heighten student experiential learning and align with CSMLS Simulation and Competency Obtainment.</li> <li>4. Identify and include opportunities for interdisciplinary education, i.e., the CIHC Framework, TBC on the Run through UBC.</li> <li>5. Clarification on a bridging pathway to an MLT program.</li> <li>6. Explore opportunities for including “Patient Voice” experiences, content like this may be included in Equal Accreditation standards. Develop the existing family/friend day, add an opportunity for client/patient feedback through a debrief and survey to the “patients” re: Patients as Partners.</li> <li>7. Complete revision of course packs highlighting UDL, review options for Open Education Resources and highlight online versions.</li> <li>8. Review of practicum, consider lengthening, splitting, and/or rearranging the practicum component, in partnership with employers.</li> <li>9. Emphasize the importance of communication with patients, co-workers, other healthcare workers, and supervisors and that communication between these various groups can be different. How to troubleshoot conflicts as well as how to avoid starting conflicts. The need for flexibility in healthcare work and expectations of starting out in a unionized workplace. What it means to work in a dynamic and often short-staffed profession. The different work environments and expectations from a private collection site to a small</li> </ol>

	hospital, to a large hospital.
<b>Student Outcomes</b>	<p>10. Increasing the graduate survey response rate has been recommended. Options to enhance student feedback and survey response may include the utilization of student representatives to remind students to complete surveys, or social media platforms for students' reminders e.g., student lead Facebook group or chat apps.</p> <p>11. A trend in the feedback outlined a need for more lab hours and instructors that demonstrate current knowledge and skills. The addition of a full-time lab demonstrator would address this gap. Specifically, if the final hour of the day continues to provide flex time when the students could access this staff member.</p> <p>12. Create an attrition survey for students that do not complete the program. This information is referenced in the report but there is no specific information. This quantifiable data will help guide future program decisions.</p>
<b>Program Planning and Administration</b>	<p>13. "Review student materials fees through the bookstore". Beyond the course pack provided by the program, are there any Open Education Resources utilized, anatomy and physiology textbooks, etc.</p> <p>14. "Review how placements are made through HSPnet". Employers have indicated a preference for VCC graduates, however further consultation regarding changes to the practicum dates should be solicited.</p>
<b>Faculty and Staff</b>	<p>15. Trends in student feedback indicate inconsistencies in instructor positions, expectations, and transmission of information that hamper the learning experience.</p>
<b>Student Support Services</b>	<p>16. Including the MLA students in a student voice or student representative program, if available, would increase engagement and interaction with the school, as would aligning the semesters that the program is offered in with the rest of the school.</p> <p>17. Trends in the student surveys indicate some students are very familiar with the use of Moodle and some struggle. If the student supports do not already include an introduction to Moodle, this may be a benefit.</p> <p>18. This also is true of computer systems, in general, as well as typing skills and speed. A two-tiered approach, with an initial evaluation and then a focus on either entry or advanced level skills development, as needed.</p>

## Learning Environment

19. A student's opportunity to experience patient based environments prior to practicum is of especially high value. Through either simulation or situational experiences, a student can safely learn and make mistakes while developing an understanding of the in-patient environment, risks, and roles found in the school's practice space. This type of learning activity can prevent errors or high-risk behaviour in a hospital setting.
20. Consider creating an LIS type model to assist in real world data entry experience.
21. Consider adding some physical movement to the program (10-15 minutes of walking between classes) and emphasizing the need for physical endurance to emulate a real work environment (while remaining inclusive) at the registration level.

## 4 Self-Study Team Response to External Review Report

### Department Response to External Report

The External Review Report is thorough and thoughtful, with some very sound recommendations in addition to those revealed in the self-study. The program endeavors to incorporate these recommendations as we proceed with our curriculum review. The program is very appreciative of the time, effort and unique lenses of all the external reviewers, and it is through this sort of collaboration and dialogue that we can ensure a program of the highest calibre is delivered at VCC.

Some big decisions need to be made, such as whether to pursue EQual accreditation and whether to increase the program length, both of which significantly impact the implementation of several recommendations. These topics will be on the agenda for discussion at the May 2023 PAC meeting and we will use that discussion to inform our decisions. Some recommendations that are simpler will be implemented prior to the next cohort starting in May 2023. The action plan that accompanies this report will articulate our priorities and timelines.

### Dean Response to External Report

The Medical Laboratory Assistant (MLA) External Review team provided an in-depth and well-received report that validated the MLA Program Renewal Steering Committee's Self Study report. The consistency in the findings indicate that the MLA Program Renewal Steering Committee is on track to address the recommendations needed to ensure the program is revised to continue to prepare MLA graduates to meet the demands of the profession.

I am in support of increasing the length of the program, aligning it to semester terms and exploring an 8-month program delivered over two terms. The program received Curriculum Development

funds to support the department in the curriculum revisions with the goal of launching a revised program in September 2024. The curriculum revisions include the practicum experience. I am in support of lengthening the practicum and collaborating with our partners to ensure there are adequate, quality practicum sites for our students.

The School of Health recognizes the importance of the increased need of resources by the MLA department and we appreciate the validation of this by the External Review team. This includes a lab demonstrator, dedicated lab space, an increase in simulation and a laboratory information system (LIS). We have been fortunate to secure capital over the last few years to enhance the MLA equipment needs and to update current equipment. We will continue to advocate for additional capital to keep the program current.

Plans also include requesting a tuition reset from the Ministry and seeking Accreditation Canada's Health Education Accreditation (EQual). VCC's MLA program has a long history at VCC and is valued by the Ministry of Post- Secondary Future Skills, Ministry of Health, Health Authorities and private labs. The program is supported by a strong and active Program Advisory Committee. With a critical shortage of MLAs in health care there will continue to be demand for the program. Other future considerations include exploring pathways/laddering opportunities for the MLAs once in practice.



## 5 Final Comments and Recommendations

This final summary finds alignment between the Renewal Steering Committee and the External Review team. The VCC MLAB program is a highly regarded program with graduates who are in high demand by both public and private sector employers. There are operational and curricular recommendations for this program, along with ideas for growth to include Accreditation Status and pathways for graduates to continue their studies and careers in the field. Below are the final recommendations for this VCC MLAB Program Renewal.

#	Key Projects and Initiatives
1	<p><b>Curriculum and Instruction</b></p> <ol style="list-style-type: none"> <li>1. Review program and course learning outcomes for relevancy and consistency</li> <li>2. Update program pre-requisites to reflect current K-12 course names/offerings, consider competitive entry.</li> <li>3. Ensure alignment of program to policy c.1.4, assignment of credits to courses.</li> <li>4. Address gap identified between CSMLS competencies and the current VCC MLA curriculum.</li> <li>5. Emphasize the importance of communication with patients, co-workers, other healthcare workers, and supervisors and that communication between these various groups can be different. Conflict management and simulation.</li> <li>6. Review of practicum, consider lengthening, splitting, and/or rearranging the practicum component, in partnership with employers. Consider taking this to PAC for further discussion.</li> <li>7. Development/integration into curriculum design/delivery: <ul style="list-style-type: none"> <li>• Indigenization and decolonization pedagogy. Include design to address the indigenous experience in healthcare.</li> <li>• Interprofessional Education and collaboration experiences.</li> <li>• Simulation lab opportunities, including Hi-fidelity labs, to increase experiential learning.</li> <li>• UDL for course resources and student facing documents, Moodle content.</li> <li>• Adopt Open Education Resources where available.</li> <li>• Explore integration of EMR or LIS database software</li> </ul> </li> <li>8. Clarification of opportunity for laddering to a Medical Laboratory Technologist diploma program.</li> <li>9. Seek opportunities for including “patient voice” experiences, also “patients as partners”</li> </ol>
2	<p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>10. Take steps to enhance responses to student and graduate surveys, work with VCC IR.</li> <li>11. Maintain a high level of instructional quality that includes laboratory and practical sessions. Explore opportunities for additional applied/active learning.</li> <li>12. Develop regular position for Lab Demonstrator to support enhanced experiential learning.</li> <li>13. Track and document attrition statistics and reasons</li> </ol>

<b>3</b>	<p><b>Faculty and Staff</b></p> <ul style="list-style-type: none"> <li>14. Develop an annual day for all staff to work together and review/develop curriculum.</li> <li>15. Revise faculty workload profile for currency.</li> <li>16. Review staffing requirements to align with curriculum updates, i.e., enhanced program to meet accreditation standards and optimal practicum length.</li> <li>17. Alignment of departmental teaching approaches through development of a Departmental Teaching Strategy.</li> </ul>
<b>4</b>	<p><b>Student Support Services</b></p> <ul style="list-style-type: none"> <li>18. Include student services in orientation activities for student term starts.</li> <li>19. Consider developing a student representative program to increase communication and engagement between cohorts and with the school.</li> <li>20. Ensure students access Moodle orientation as offered prior to program start.</li> <li>21. Consider assessment and a leveled approach to computer skills and systems, including typing speed and accuracy.</li> </ul>
<b>5</b>	<p><b>Program Planning and Administration</b></p> <ul style="list-style-type: none"> <li>22. Explore and apply for a tuition reset.</li> <li>23. Connect with BCIT re: laddering opportunities with MLT.</li> <li>24. Address risks in faculty succession plans and need for a regular lab demonstrator position.</li> <li>25. Maintain an active PAC as outlined in VCC Policy C.3.1</li> <li>26. Pursue Equal Canada Accreditation for the VCC MLA program.</li> <li>27. Work with bookstore for fees and distribution of student course materials</li> <li>28. Review the current processes for Practicum placement requests, including HSPnet and coordination with other MLA programs. Consider this in new program scheduling.</li> </ul>
<b>6</b>	<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>29. Ensure classroom technology (B3205) is updated and maintained.</li> <li>30. Investigate the expansion of designated lab space as a dedicated in-patient space. A requirement for increased simulation learning experience.</li> <li>31. Secure the computer programs and equipment to support an LIS type system in the VCC Lab space.</li> <li>32. Integrate into program delivery, experience that mimics the real-life physical requirements in the MLAB role(s).</li> </ul>



## Program Renewal: Medical Laboratory Assistant Certificate Education Council Report: April 12, 2023

### 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	Review program and course learning outcomes for relevancy and consistency	October 2023	DH to create project plan. CTLR to assist with Curriculum Development project.	Program and Course Learning Outcomes will be updated and implemented in (Sept 2024).
2	Update program pre-requisites to reflect current K-12 course names/offerings, consider competitive entry.	October 2023	Registrar's office, CTLR, CD funds DH to review and revise LO, consult with registrar's office and admissions regarding pre-requisites and competitive entry	Program and Course Learning Outcomes will be updated and implemented in (Sept 2024).
3	Ensure alignment of program to policy c.1.4, assignment of credits to courses.	October 2023 Submit to Edco for Nov. 2023	Department has received Curriculum Development funds for April 2023 – March 2024. All curriculum development activities will take place in this time frame, with the appropriate faculty assigned to tasks.	Credit/hours calculation in r/t Policy C1.4 will be completed, and courses adjusted accordingly. Oct. 2023
4	Address gap identified between CSMLS competencies and the current VCC MLA curriculum	Completed	Completed	
5	In CD, Emphasize the importance of communication	Oct. 2023	Department and CTLR	Consult with School of Health

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	with patients, co-workers, other healthcare workers, and supervisors and that communication between these various groups can be different. Conflict management and simulation (IPE)		Potentially PD or workshop for faculty	Curriculum committee. Oct. 2023
6	Review of practicum, consider lengthening, splitting, and/or rearranging the practicum component, in partnership with employers. Consider taking this to PAC for further discussion.	May 2023 create draft program map and take to May 2023 PAC meeting for discussion	PAC (May 2023) CTLR Part of CD project	Consult with School of Health Curriculum committee. Oct. 2023 VCC Governance Nov. 2023
7	<p>Development/integration into curriculum design/delivery:</p> <ul style="list-style-type: none"> <li>• Indigenization and decolonization pedagogy. Include design to address the indigenous experience in healthcare.</li> <li>• Interprofessional Education and collaboration experiences.</li> <li>• Simulation lab opportunities, including Hi-fidelity labs, to increase experiential learning.</li> <li>• UDL for course resources and student facing documents, Moodle content.</li> <li>• Adopt Open Education Resources where available.</li> <li>• Explore integration of EMR or LIS database software</li> </ul>	January 2024 – to include SHS – wide discussions	CTLR, IECE, IPE (SHS IPE Committee) Library re: OER's IT for software and process for purchasing/adopting new software.	Curriculum changes will be compared with other MLA programs offered at public institutions for relevancy and comparison of key program pieces. Aligned with the VCC SIP (Sept. 2023)

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
8	Clarification of opportunity for laddering to a Medical Laboratory Technologist diploma program	Oct. 2023	After curriculum review, set up meeting with VCC and BCIT Deans.	Meeting with BCIT Dean (Fall 2023)
9	Seek opportunities for including “patient voice” experiences, also “patients as partners”	March 2024	SHS Curriculum Committee, SHS Dept. Leaders group	January 2024 – Bring Patient voices network to SHS CC agenda
10	Take steps to enhance responses to student and graduate surveys, work with VCC IR.	April 2023	IR	Consistent communication with IR re: Review of subsequent student outcomes surveys. Sept. 2023
11	Maintain a high level of instructional quality that includes laboratory and practical sessions. Explore opportunities for additional applied/active learning.	March 2024 (curriculum design / development)	CTLR and associated workshops and potential for PD.	Integration of best practices for curriculum design and delivery into updates. March 2024
12	Develop regular position for Lab Demonstrator to support enhanced experiential learning.	Position extended to Dec. 31, 2023. To be advocated for ongoing position.	Ops. Mgr, Dean	Budget beyond Dec. 31/23 to include funding for Lab Demonstrator.(Dec. 2023
13	Track and document attrition statistics and reasons	April 2023 and ongoing	DL and Program Assistant	Ongoing attrition tracking
14	Develop an annual day for all staff to work together and review/develop curriculum.	Spring/ Summer 2023 – Departmental Teaching strategy session	CTLR – IA/OD Dean’s office re: funding	Scheduled Departmental work sessions on annual basis.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
15	Revise faculty workload profile for currency.	Dec 2023	FA, faculty	Updated faculty workload profile De. 2023
16	Review staffing requirements to align with curriculum updates, i.e. enhanced program to meet accreditation standards and optimal practicum length.	Dec 2023	OPs Mgr, Dean or designate.	Staffing plan, curriculum section assignment planning. April 2024
17	Alignment of departmental teaching approaches through development of a Departmental Teaching Strategy.	August 2023	CTLR	Dept. Strategy. August 2023
18	Include student services in orientation activities for student term starts.	May 2023	Student services contacts	Ongoing inclusion of student services.
19	Consider developing a student representative program to increase communication and engagement between cohorts and with the school.	May 2023 - pilot	Faculty / DL	To be piloted in May 2023 cohort.
20	Ensure students access Moodle orientation as offered prior to program start.	Sign-off of Moodle orientation to start with May 2023	Consider consulting CTLR – OD's Program assistant to create sign-off tool.	Tracking of Moodle orientation by Students to start May 2023
21	Consider assessment and a leveled approach to computer skills and systems, including typing speed and accuracy.	Oct. 2023 – with CD work	CD – consider consulting with Julia Slade re: MT/MOA/LAA requirements	Revised admission requirements, or assessment of computer/typing skills

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
22	Explore and apply for a tuition reset.	August 2023 with new curriculum Map	SHS Dean's Office	Submitted as per process.
23	Connect with BCIT re: laddering opportunities with MLT.	Oct. 2023	DL, Dean's office	Discussions between VCC and BCIT Fall 2023
24	Address risks in faculty succession plans and need for a regular lab demonstrator position.	Oct. 2023	SHSDean's office , DL	Succession plan identified for faculty and lab demonstrator position.
25	Maintain an active PAC as outlined in VCC Policy C.3.1	Ongoing	Dean's office and DL	May 2023 and ongoing
26	Pursue Equal Canada Accreditation for the VCC MLA program.	With implementation of Sept 2024 program, begin the registration and orientation Sept 2024. accreditation process, for full accreditation by September 2025.	DL, Dean's office	Successful Accreditation status.
27	Work with bookstore for fees and distribution of student course materials	May 2023 intake	Bookstore and SHS Ops Mgr.	Bookstore to distribute / sell student course materials May 2023
28	Review the current processes for Practicum placement requests, including HSPnet and coordination with other MLA programs. Consider	May 2023 PAC discussions	PAC	Clearly defined processes for placement requests.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	this in new program scheduling.			
29	Ensure classroom technology (B3205) is updated and maintained.	August 2023	Classroom Technology rep.	Updated classroom tech.
30	Investigate the expansion of designated lab space as a dedicated in-patient space. A requirement for increased simulation learning experience.	Dec 2023	Dean's office	Lab space planning document.
31	Secure the computer programs and equipment to support an LIS type system in the VCC Lab space.	March 2024	Classroom Tech and IT and Dean's office	Updated class/lab computer equipment and software.
32	Integrate into program delivery, experience that mimics the real-life physical requirements in the MLAB role(s).	March 2024	CTLR and faculty development	Simulation of activity level of MLAB role in the program. Sept. 2024





## **PROGRAM RENEWAL**

### **Final Report**

University Transfer (UT) and Associate Degree

**Submitted to**

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

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlatt, Chair, Education Quality Committee**

**Natasha Mandryk, Chair, Education Council**

**Vancouver Community College  
1155 East Broadway, Vancouver  
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**On March 2<sup>nd</sup>, 2023**

**By**

**Andy Sellwood, Larry Perras, Natasha Mandryk, Jennifer Kelly, Jolene Loveday, Costa Karavas, Judith Wallace, Jotie Grewalson, Shaun Wong**

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## 1 Executive Summary

University Transfer (UT) at Vancouver Community College (VCC) has a history dating back to at least the 1960s when the King Edward Senior Matriculation and Continuing Education Centre (1962), which separated formally with the legal establishment of Langara College (1994) and Vancouver Community College (1978) in their most recent iterations, ran most academic programs, including university-level courses outside of the University of British Columbia.

In its current form, UT at VCC began nearly twenty years ago alongside the development and implementation of the then-new bachelor's degrees at VCC. The College Foundations (CF) Department, which has been a leader in offering high school upgrading--Adult Basic Education (ABE)--courses for more than fifty years, added first-year university transfer courses in the Humanities, Mathematics, and Sciences in 2003. Since then, several other UT programs have been developed, including an Associate of Science degree. The CF Department is split into three areas, each led by a different department leader who works collaboratively alongside one full-time program assistant and one department assistant.

University Transfer remains housed with class-based ABE (Adult Basic Education) in the older "Building A" at VCC's Broadway campus. Most faculty continue to teach both UT and class-based ABE courses in one of the three areas. Self-paced ABE courses are housed in VCC's College and Career Access (CCA) Department, also at the Broadway campus. It is interesting to note that the VCC Bachelor of Music program offers UT courses as electives to their students.

The University Transfer and Associate Degree Program Renewal formally began on May 2, 2022. The first Steering Committee meeting was held on May 16, 2022; subsequent meetings took place on June 27, 2022, September 23, 2022, Oct 24, 2022, and Jan 6, 2023. The members of the steering committee include Andy Sellwood, Larry Perras, Natasha Mandryk, Jennifer Kelly, Jolene Loveday, Costa Karavas, Judith Wallace, Jotie Grewalson and Shaun Wong.

Forty three (43) recommendations were put forward by the self-study team, in the areas of *Curriculum & Instruction, Student Outcomes, Instructors & Staff, Program Planning and Administration, Learning Environment, and Student Support Services*. Examples of key recommendations include:

- Re-design VCC UT web page to show courses/pathways/programs clearly (Program Planning and Administration)
- Explore assured admission to SFU Bachelor of Health Sciences (Program Planning and Administration)
- Create an overall strategy/vision for the possible growth of UT for the next 5-10 years (Program Planning and Administration)
  - Seek clarity from VP Academic about possible growth of UT.
  - Seek clarity on institutional support, resources, and space allocation.
- Create a way to track UT students by major/goal/intent (Program Planning and Administration)
  - Track A&P students (are they headed for Dental Hygiene or BScN?)

- Improve lab ventilation, space, safety, equipment, and overall facilities (Learning Environment)
- Plan and manage the scheduling of online, blended, and face-to-face delivery modes in UT (Program Planning and Administration)
  - Consider students on campus who need to be on Zoom.
  - Impact on room booking and lab use.
  - What is the vision for how much online, blended and F2F in UT?
  - Continue regularly surveying students regarding their preference.
  - What is the college's overall plan for online?
- Standardize UT Moodle to include info about dept leader contact info and student services.

The external review took place on Nov 15, 2022. The report from the external reviewers was received on January 3, 2023.

## 2 Self-Study Report Summary

### Overview

This section provides a summary of the findings and conclusions from the self-study report. The first sub section reviews the methodology used for the study and the background of the program. It then goes on to summarize the six key performance indicators (KPIs) laid out in policy C.3.2 Program Review and Renewal:

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

### Methodology

Data used for the UT program renewal was collected from the following sources:

1. Annual Program Reviews and Results 2016-2020 for UTCS, UTEG, USCC, UTSC, UTAR, and UTAC
2. BC Post-Secondary Student Survey Results, based on DACSO (Degree, and Certificate Student Outcomes) (Diploma, Associate Degree, and Certificate Student Outcomes)
3. Registration and Student FTEs (Full Time Equivalent) and Course Data
4. UT Graduate Survey
5. UT Faculty Survey
6. Program Content Guides (PCGs)
7. DASCO Education Outcome
8. Program Map
9. Department Handbook
10. Program Alignment Maps
11. DASCO Employability Skills Matrix
12. Program Comparison

13. Faculty Qualifications
14. Lab Demonstrator Qualifications
15. Program and Student Support Services Responses
16. Physical Learning Environment Documents
17. Course Outlines
18. VCC's Educational Policies

The Steering Committee discussed and analysed the data. Program strengths, challenges and opportunities were identified, and recommendations were made.

## Program Background

The history, goal/intent, design, and the overall strengths of the program were reviewed in detail.

### History of the Program

According to the 2010 *Formal Program Renewal Executive Summary* for University Transfer at VCC, “[d]uring the sixties, University Transfer courses were offered at the King Edward Campus of VCC. In the seventies and eighties these programs expanded, and the burgeoning University Transfer program was centred at the ‘new’ Langara Campus. . . . Other programs at the College also had University Transfer status including Music, Hospitality and Business. . . . Langara separated from VCC in 1994 and became an independent college”. After Langara split from the King Edward Campus and VCC shifted into its more recent formation, the CF Department focussed its programming on ABE. Then, in 2003, UT at VCC formally began as a service area offering first-year university-level courses in various subjects in the Humanities, Mathematics, and Sciences. These courses were primarily electives for the then-newer bachelor’s degrees at the College, including Hospitality, Music, and Nursing. Over time, students outside of these VCC degree programs began enrolling in UT courses to acquire credits and meet the pre-requisites for other programs, both within and outside the College.

Beginning in 2014 and in conjunction with SFU (Simon Fraser University), the first UT Science and Engineering certificates at VCC were developed. 2015 saw the start of the development of several new second-year UT courses and the Associate of Arts and Science degrees, led by the former Dean of Arts and Sciences, David Wells. In 2017, the suite of UT-ESL English courses was brought into CF from the former CPE Department, including ENGL 1101, 1001, 1102, and 1002.

VCC’s Associate of Science Degree, with both a General and Computer Science focus, was launched in September 2020. The Associate of Arts Degree is currently under review. However, its PCG and several new UT Arts course outlines have already passed through VCC governance. The Associate of Arts has been on hold partially due to faculty shortages in ‘new’ disciplines at the College, such as Indigenous Studies, Geography, and Political Science. None of the current CF faculty members have the appropriate expertise or are qualified to teach these subjects, and the College has not committed to hiring new permanent instructors in these fields. Adequate funding has been an issue as has sufficient department leader release time to manage a heavier workload with a more complex portfolio.

### Program Goal/Intent

UT has eight programs, each with a uniquely stated program goal.

Associate of Arts Degree  
 Associate of Science Degree  
 First-year University Transfer Computing Science and Software Systems Certificate  
 First-year University Transfer Engineering Certificate  
 First-year University Transfer Environmental Studies Certificate  
 University Transfer Arts Certificate  
 University Transfer Pathway to Health Sciences Certificate  
 University Transfer Science Certificate

### Program Design

UT at VCC is complex; it includes multiply pathways and credentials. Historically, most students have taken stand-alone UT courses to gain elective credits and prerequisites for other programs at VCC and other post-secondary institutions in BC and beyond. Particularly, UT at VCC has enrolled many students seeking future employment in health care, including the allied health professions, such as dental hygiene, nursing, and occupational/physiotherapy assistance. From 2017-2022, students not seeking a VCC credential have comprised the bulk of admissions to UT.

University Transfer, thus, remains a service area, which allows students to earn credits and gain essential academic skills for transfer elsewhere.

### Program Strengths

The University Transfer program at VCC is unique for several reasons. Namely, it offers students flexibility, support, and access. Firstly, students can take a variety of UT courses à la carte without needing to complete a certificate, diploma, or degree. Students often choose to enrol in courses to gain required credits and to upgrade their grades, knowledge, and/or skills before they apply to other programs. Secondly, several educational pathways are available for students who do want to pursue a credential—with VCC’s established reputation and brand. Further, UT courses are now being offered in more formats, including the traditional, face-to-face, hybrid/blended, and online (synchronous and some asynchronous) modes. In addition, UT at VCC allows students to earn university-level credits in a more supportive community college setting. The program maintains small class sizes compared to BC’s [“special purpose, teaching universities,”](#) and naturally, the large research universities like UBC and SFU; students receive more one-on-one support from faculty and extended student support services. Finally, because class-based ABE courses are housed in the same department as UT, students who require high-school upgrading can more easily transition to UT courses and programs in house, without having to transfer to another institution. Once students are ready to move on, their VCC UT credits are fully transferable within the BC post-secondary system.

### Curriculum and Instruction

This key indicator examines the current state of the program curriculum and its compliance with VCC’s educational policies and procedures. Aspects of the curriculum design were examined to ensure quality learning and teaching experiences are promoted among students, faculty, and staff.

### Curriculum Review

A review of a program’s curriculum provides a holistic picture of how well the program is currently preparing students for industry or further study.

Program structure, program learning outcomes, curriculum alignment, curriculum quality, teaching, learning and assessment and curriculum delivery were reviewed in depth.

Due to the complex nature of UT and its large suite of programs and individual courses, not every curriculum document was examined in detail for this program renewal. Approved course outlines and PCGs, however, are updated through the College governance process when a need or concern is brought forth by the VCC and post-secondary communities. Often any industry-wide changes are discussed at the external BCCAT articulation committees which are organised into academic disciplines. Official curriculum changes are published publicly by the Education Council (EdCo) with updated documents uploaded to CourseLeaf.

### Program Structure

The eight UT programs being reviewed here are non-cohort programs that allow students to choose electives, and in some cases the order in which courses are taken. This relatively loose structure supports part-time study, accessibility, and flexible scheduling (except for SFU assured admission pathways, which require full-time study for two terms). However, some students find the loose structure confusing and do not seek guidance from either Advising or department heads until they run into problems (such as not having the pre-requisites for a required course), by which time it may be too late to complete the program requirements in their desired time frame. Students and advisors have noted the difficulty of using the VCC website to understand program requirements and plan their courses. Early intervention in the form of outreach from departments and/or Advising, clear information about program pathways on the website, information for instructors to share with students, social media posts and posters in hallways could all improve student awareness of both the pathways and how to get assistance.

VCC is a signatory to the BC Common First-Year Engineering Curriculum agreement, which allows our students to transfer to SFU, UBC, UNBC, UVic and TRU as second-year Engineering students after following our first-year curriculum. We have assured admission agreements in place with SFU for Engineering, Software Systems, Environmental Studies, and Science. Our agreement for Engineering needs to be updated so that the required courses match those in the Common First-Year Engineering Curriculum, as we currently have two different sets of courses depending on the receiving institution. We do not have an assured admission agreement with UBC for any subject area; however, 9 other colleges have agreements with UBC for Engineering, and it would be to our students' benefit to have such an agreement between VCC and UBC as well.

The Associate of Science program is relatively new and has begun to attract international students in addition to a small number of domestic students. Inquiries from domestic students suggest that students who are not granted admission to SFU or UBC following their first year in Computer Science and Software Systems may be interested in switching to the Associate of Science program and then re-applying to universities following their second year. There is significant overlap between the two programs, but it would be helpful for advising purposes to have a suggested course sequence for students switching from the one-year programs to the Associate of Science program.

Prior Learning Assessment Recognition (PLAR) is available for MATH 1111, 1100, and 1200. PLAR supports increased access to education ([VCC Policy D.3.5](#)) and its more widespread adoption for UT courses should be considered by the three departments. PLAR is not currently available for English or Science pre-requisites for UT courses. The results of Math and English assessments can be used to



meet pre-requisites, but no such assessments exist for Science. The development of Science assessments and/or PLAR for Science courses at the ABE level would support increased access to UT courses.

### Program Learning Outcomes

University Transfer program learning outcomes focus on preparing students for further post-secondary education by introducing critical thinking, research, communication, and quantitative skills. Recommendations include suggested changes to several of the program learning outcomes.

### Curriculum Alignment

Program Alignment Maps between program goals and courses were undertaken during the renewal. There is good alignment between the program goals and official course outlines. A few gaps were identified which are being addressed.

Our courses and programs align with VCC's educational policies and procedures as listed below.

- [C.1.1 Grading, Progression , and Withdrawal](#)
- [C.1.3 Granting of Credentials](#)
- [C.1.4 Assignment of Credits to Courses](#)
- [C.1.5 Requirements for Student Attendance and Participation](#)
- [C.1.6 Registration](#)
- [C.3.2 Program Review and Renewal](#)
- [C.3.14 Curriculum Development and Approval Process](#)
- [C.3.1 Program Advisory Committee](#)
- [C.3.11 Qualifications for Faculty Members](#)
- [C.3.10 Affiliation Agreement](#)
- [D3.5 Prior Learning Assessment and Recognition](#)

### Curriculum Quality

Student satisfaction appears to be high among UT Science and Computer Science students and lower among UT Engineering students. More detailed surveys of graduates are required to draw any meaningful conclusions.

The BCCAT articulation process ensures that UT courses stay current, relevant, and transferable to other institutions. Our Engineering curriculum is also governed by the Common First-Year Engineering Curriculum agreement.

### Teaching, Learning, and Assessment

Learning activities include lectures, case studies, class discussions, presentations, writing, problem sets, labs, data collection, simulations, games, hands-on practice, and field trips. Both group and individual learning activities are used in most classes. Faculty report updating their course materials frequently; most instructors mentioned that their courses underwent some revision every term. Assessment methods include closed- and open-book exams, take-home and timed in-class exams, clicker questions, oral exams, essays, presentations, lab reports, computer programs, lab exams,

case study analysis, and others. Instructors indicated that they follow the official course outline very closely. This is consistent with the need to meet BCCAT articulation requirements.

### Curriculum Delivery

Current delivery modes for UT classes include face-to-face, hybrid, and online. The Math department offers more hybrid and online classes than face-to-face, while the Humanities department offers online and face-to-face classes but no hybrid classes, and the Science department offers mainly hybrid classes with a few online and face-to-face options.

### Key Findings:

1. The learning outcomes and course topics of UT courses are governed by articulation bodies. Maintaining transferability of our courses is essential, as most of our students are planning to continue their studies outside of our departments.
2. The non-cohort model of UT programs promotes accessibility and flexibility, but requires additional student supports for course planning, and administrative support for student tracking.
3. Transfer agreements with universities are essential to the UT program. Developing formal agreements with UBC would be attractive to students and ensure that VCC is informed of any changes to UBC requirements.
4. Teaching, learning and assessment methods in UT are diverse; they incorporate active and experiential learning and are focused on preparing students to succeed in further education.
5. Delivery modes have shifted to include more online and hybrid courses, in accordance with student demand. Demand still exists for some face-to-face classes, and articulation bodies require face-to-face labs in Biology and Chemistry.

### Student Outcomes

This key indicator examines two aspects: student advancement and student satisfaction.

#### Student Advancement

This section outlines how the UT program defines and measures success in relation to enrolment, attrition, course completion, and graduation rates. It describes and comments on trends and patterns, factors affecting these, and specific steps the program can take to address issues with student advancement.

Beginning with program enrolments, the table below shows the distinct counts (domestic and international) for the six majors in University Transfer: UTCS, UTEG, USCC, UTSC, UTAR, and UTAC.

Table 1 Distinct Counts (Domestic and International) for the Six Majors in University Transfer

Certificate or Program Major-Distinct Counts	2017-18	2018-19	2019-2020	2020-21	2021-2022
Computing Science and Software Systems (UTCS)	40	45	44	36	10
Engineering (UTEG)	32	26	35	26	4
Science Certificate (USCC)	-	452	491	479	445
University Transfer Sciences (UTSC)	678	191	2	6	239
University Transfer Arts (UTAR)	316	77	-	1	103
University Transfer Arts Certificate (UTAC)	6	251	232	198	110
Total	1072	1042	804	746	911

The number of international students in UT, based on course registrations, averaged 7.8% from 2017-2021. The standard deviation is 4.9% with a range between 1.3% to 18.5%.

It should be noted that in the *UT Graduate survey* only 3% of respondents said they were international students.

Table 2 Number of Students Taking Upgrading During or Prior to their UT Studies

Upgrading during or prior	USAD, USCC, UTSC	UTEG	UTCS	UAAD, UTAC, UTAR
Did not take any	51%	67%	73%	44%
Took ABE Courses	39%	29%	18%	33%
Took both ABE and ESL courses	7%	5%	5%	6%
Took ESL courses	2%	0	5%	17%

Determining how many students we have entering a given transfer pathway is difficult. The table below has been based on registrations in courses tied to that specific pathway.

Table 3 Number of New Students Entering into Engineering and Software Systems

Admission Pathway – Fall Intakes	2018	2019	2020	2021	2022
	Number of students	Number of students	Number of students	Number of students	Number of Students
Engineering*	11 (17)	9 (16)	5 (12)	6 (15)	5 (18)
Software Systems (SFU)**	10 (25)	10 (27)	10 (21)	3 (17)	15 (27)

The number represents the number of **new** students while the number in brackets represents the total number of distinct students (new and returning) to the respective major for that term.

\*Based on student registering in MATH 1100, PHYS 1100, and CMPT 1010 for the fall term

\*\* Based on student registering in MATH 1100, MATH 1120, and CMPT 1010 for the fall term

As mentioned, most UT students at VCC do not apply to graduate.

By looking at the courses required to complete a given pathway, it is possible to determine how many students could have applied to graduate and/or transfer to SFU or UBC. Other than completion of a pathway, student's intentions in terms of the courses they needed to complete at VCC vary widely and so it is impossible to determine 'completion' rates for the UT programs that exist outside of a pathway option.

The number of students who could have applied to graduate and/or transfer from Jan 2019 to April 2022 is quite small. Five (5) students in Engineering (SFU) of which none applied, zero (0) students in both Engineering – First –Year Common Curriculum and UT Environmental Studies (SFU BSc) and nine (9) students for Software Systems (SFU) of which 4 applied.

Attrition (the number of withdrawals) can be examined, but only at a course-by-course level. Average attrition for UT courses for 2018-19 was 11.4%, and for 2019-20 was 11.5%. Average attrition for UT courses jumped to 13.2% in 2020-21.

Table 4 Summarizes the Percentage of Students Who Have Declared that They are Completing Further Studies

Further Studies	USAD, USCC, UTSC	UTEG	UTCS	UAAD, UTAC, UTAR
Have taken further education	80%	100%	86%	94%
Further studies at SFU	17%	58%	71%	15%
Further studies at VCC	42%	8%	24%	54%
Further Studies at Langara	17%	0	0	15%
Further Studies at BCIT	17%	17%	0	0

The *UT Graduate Survey* indicated that:

1. 65% of respondents were taking UT courses at VCC to complete pre-requisites for a Health Sciences program (22% to complete specific Science UT courses, 6% to complete specific Arts UT courses, 5% to transfer to UBC Science, 4% to transfer to SFU Engineering, 4% to transfer to SFU Computing Science and Software Systems, 4% to transfer to UBC Computer Science, and 3% to transfer to UBC Engineering).
2. 48% of respondents have taken five or more UT courses at VCC (27% took 3-4 UT courses, and 25% took 1-2 UT courses).
3. 69% of respondents completed the set of UT courses they intended to take (based on their initial goal).
4. 20% of respondents took five or more terms to complete the UT courses required to meet their intended goal (22% took four terms, 23% took three terms, 20% took two terms, and 15% took one term).
5. 29% of respondents did not complete their required UT courses due to a decision to leave or take a break from post-secondary studies (15% switched to another program at another institution, and 7% switched to another program at VCC).
6. 49% of respondents indicated 'other' as their reason for not completing their required UT courses. Reasons included the leap in tuition, not being able to get into classes, not fitting their work schedule, and finding out that a guaranteed pathway to SFU no longer existed.
7. 22% of respondents left post-secondary for personal reasons, 19% due to scheduling issues, 15% due to financial reasons, and 11% due to the pandemic.
8. English and Chemistry are the courses students find the most difficult.
9. The most common response for the 'one thing that students would change' is the availability of classes.

### Student Satisfaction

This section describes and comments on student and graduate satisfaction with the overall program, courses, instruction, curriculum, learning environment, program materials and equipment, etc. It

comments on student employment outcomes and how well the program prepares students for employment in their area of study.

Table 5: Education Outcomes

Education Outcome	Comments
Percentage of graduates were very satisfied or satisfied with their education	UTAC/UTAR 82%, UTSC/UTCC 95%, UTEG 68%, UTCS 91%
Rated the quality of instruction very good, good, or adequate	UTAC/UTAR 100%, UTSC/UTCC 95%, UTEG 81%, UTCS 95%
Rated the organization of the program very good and good	UTAC/UTAR 78%, UTSC/UTCC 80%, UTEG 36%, UTCS 62%
Rated the amount of practical experience as good or very good	UTAC/UTAR 69%, UTSC/UTCC 62%, UTEG 30%, UTCS 62%
Rated the courses covered topics relevant to the field as very good or good	UTAC/UTAR 78%, UTSC/UTCC 78%, UTEG 59%, UTCS 82%
Rated the courses covered standards used in the field as very good or good	UTAC/UTAR 75%, UTSC/UTCC 70%, UTEG 43%, UTCS 76%

Based on Course Evaluation data:

Given the twenty-five questions in the course evaluations, it was seen that the percentage of students who responded strongly agree or agree ranged between 69% and 91%. One question, “The English Language Support Was Helpful”, did have a lower strongly agree or agree at 58% but the number of students who responded ‘Not Applicable’ was 36% (which makes sense as not all students require English language support).

The four highest and four lowest ‘strongly agree or agree’ percentages are shown below:

Table 6: Course Evaluation

Question	Percentage of students who responded strongly agree or agree
I was treated with respect by others	91%
The course was arranged in a logical order	88%
The course material helped my learning	87%
My understanding was enhanced by the course content	85%
The demands of the course were what I anticipated (tied with the flow of the course provided opportunities to interact with my peers and instructor)	78%
Feedback was provided on my progress throughout the course	76%
The learning environment helped me learn	74%

There was a good balance between Zoom or in-person classes and the online activities I completed on my own (e.g. in Moodle)	69% (but 16% said 'Not Applicable')
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Based on the Graduate Survey:

1. 85% of respondents indicated strongly agree or agree when asked about their satisfaction with the learning environment.
2. 78% of respondents indicated strongly agree or agree when asked about whether VCC UT prepared them for their intended goal.
3. 82% of respondents indicated strongly agree or agree when asked if they would recommend VCC to a friend.

### Key Findings:

1. The total distinct counts (number of students) in the program majors UTCS, UTEG, USCC, UTSC, UTAR, and UTAC, has decreased from 1072 in 2017-18 to 746 in 2020-21.
2. Determining if students have registered *with the intention* to complete a particular pathway (to SFU or UBC for example) is almost impossible. UTEG could mean SFU Engineering or UBC Engineering for example.
3. Most students in UT are taking classes to complete pre-requisites for a Health Sciences program. About one fifth are intending to go to SFU or UBC for Engineering/Computer Science.
4. Some students are forced to register in a UT program, even if they only want to take 1-2 courses.
5. UT Computer Science sees the biggest percentage of international students based on course registrations (the highest seen was 18.5%). UT Science sees the lowest percentage.
6. Very few UT students apply to graduate.
7. Most UT Engineering and computing Science students attend SFU after finishing at VCC. Other UT students complete further studies at VCC, Langara, and BCIT.
8. Based on DACSO data, UTEG students are the least satisfied with their educational outcomes after their studies at VCC.
9. Based on the Graduate survey, the majority of students are satisfied with the learning environment at VCC, and feel they were prepared well for their intended goal.

### Program Planning and Administration

This key indicator examines the administrative and operational processes that guide the development, delivery, and evaluation of the program. The areas reviewed include external articulation, accreditation, affiliations and partnerships, program planning, program advisory committee, marketing and recruitment, succession planning and labour market demand.

#### Articulation – External

UT courses in all subject areas have established reciprocal articulation agreements within the BC Transfer System, which the British Columbia Council on Admissions and Transfer (BCCAT) oversees.

Each credit is articulated on a course-by-course basis and assessed by an in-house Articulation and Transfer Officer (in the Registrar’s Office) in conjunction with the respective UT department leader and, occasionally, faculty. UT programs are assessed *en masse* in a similar fashion during their development; for associate degrees, an additional review, which includes an assessment of transferability, is undertaken by BC’s [Degree Quality Assessment Board](#) (DQAB).

The majority of VCC UT courses transfer to their equivalents at BC’s public research universities, teaching universities, and most local and regional colleges. Many courses transfer to private colleges and institutes, also. VCC is the third largest university transfer institution in BC.

UT Engineering at VCC has a common first-year Engineering Curriculum which transfers to UBC, SFU, TRU, UVic, and UNBC.

VCC’s Associate of Science and Associate of Arts (inactive) degrees transfer as a block of sixty assigned or unassigned first- and second-year undergraduate credits to UBC, SFU, UVic, or UNBC. Each receiving institution has slightly different transfer criteria.

### Affiliations and Partnerships

UT students can earn a certificate and plan on admission to SFU via two pathways, either [assured admission or competitive admission](#)—given they take the required courses and maintain a required cumulative GPA (CGPA)—to the second year of a bachelor’s degree at SFU in a variety of majors. These transfer pathways allow for students to begin a Bachelor of Science degree at a major research university in a more supportive community college environment. This is especially advantageous for some students directly out of secondary school and for school returners in need of additional support.

VCC has also informally partnered with UBC; according to VCC’s public-facing website for the [University Transfer – Science certificate](#), students “[c]omplete first-year university transfer science at VCC and apply for admission into second-year degree programs at the University of British Columbia (UBC).” While there is “no assured admission agreement. . . in place with UBC,” students who complete the certificate and achieve a competitive CGPA, are well-positioned to transfer into UBC’s Bachelor of Science in Computer Science.

### Indigenization

The self-study report provides extensive discussion of Indigenization. The Key Recommendations are included in this final summary report.

### Student-Centred Learning

Faculty continue to support students in groups and one-on-one in class and labs, during office hours, in seminar, and increasingly online, through course Moodle shells (websites). On Moodle, students can find additional supports at their convenience (both self-directed resources and links to external student services), and can access other learning opportunities, if they wish to go deeper into the course content.

However, “meeting students where they are” is becoming increasingly challenging. UT faculty are increasingly liaising with Disability Services to create and provide alternate assessments, developing



and managing online and hybrid/blended courses, and now teaching courses in multiple modes, which requires additional planning. Thus, faculty cannot consistently dedicate as much time to support individual learners and may increasingly rely on valuable external supports, such as the Learning Centre, VCC Counselling, WriteAway, and AskAway. It should also be noted that VCC faculty do not receive contract marking support for writing-intensive courses, such as in Sociology and English courses, to assist students; this is common at comparable public colleges with large UT offerings, such as Douglas and Langara Colleges.

### Flexible Learning – Online and Hybrid/Blended Delivery Modes

The self-study report provides extensive discussion of Flexible Learning – Online and Hybrid/Blended Delivery Modes. The Key Recommendations are included in this final summary report.

### Program Advisory Committee (PAC)

University Transfer does not currently have a Program Advisory Committee (PAC).

### Marketing and Recruitment

Each department at VCC is assigned an MCO (Marketing and Communications Officer). The UT department leaders primarily work with an MCO to discuss marketing and recruitment needs. The marketing budget is limited. UT mainly works with their MCO and other Marketing staff, especially the 'Web Team,' to promote UT courses and programs in four ways: postering on campus and in the community, advertising courses and programs online, running [Information \(Info.\) Sessions](#) for prospective students (on Zoom or in-person), and promoting UT at VCC's annual in-house recruitment event, [Experience VCC](#), held in the fall. VCC Marketing also liaises with guidance counsellors in local secondary schools at annual recruitment fairs for post-*secondary institutions*.

*University Transfer Program Renewal - Graduate Survey (June-August 2022)* respondents (n=106) mentioned they learned about University Transfer at VCC mainly from "VCC Advising" (47%) and "Other" (33%); some "Other" category responses included, "online research," "Google," "Internet searches," "web search," and the "VCC website," among related responses. Only 13% of respondents said they learned about UT at VCC through high school recruiters/guidance counsellors. Print media garnered just 7% of responses. *The UT Faculty Survey* Recommends strong recruitment by our marketing department.

The data indicate the importance of VCC's Advising team, the publicly facing website, and the site's position in Google search (SEO) rankings. More effort should thus be directed in these areas, for UT specifically, rather than on strategies with less impact such as print media, recruitment fairs, and social media.

### Succession Planning

Vancouver Community College and UT generally have an older workforce. UT does not currently have a defined succession plan in place for faculty retirements, many more of which are expected in the next decade and beyond.

### Labour Market Demand

The top skills identified from the [British Columbia Labour Market Outlook: 2021 Edition \(2021-2031 Forecast\)](#) includes “active listening,” “speaking,” “critical thinking,” and “reading comprehension”. The top competencies include “social perceptiveness, judgment and decision making, and complex problem solving” which have been “identified as very important for almost 40 percent of job openings”. UT courses and programs do focus on developing these skills and competencies, namely critical thinking and complex problem solving, but, by their nature, focus less on developing social and emotional skills in learners, at least explicitly.

### Key Findings

1. Maintain and even reduce UT class sizes, especially in some online, [writing-intensive \(“W”\), and/or quantitative \(“Q”\) courses](#), which often lead to heavier faculty workloads and thus less facetime and individual support for students.

NOTE: Please see the Recommendations for a more complete list of action items.

### Faculty and Staff

This key indicator identifies the faculty and staff FTE in the program and examines the area hiring criteria to ensure there is expertise in the department to design, develop and deliver the curriculum to the standards of the credential level.

Additional criteria that were examined include: Professional Development, Industry/Professional Associations, workload and work culture and outlook on trends in education.

### Area Hiring Criteria for Faculty

As per our Human Resources Department all instructors meet the hiring criteria in the following areas.

- English as an Additional Language (EAL) University Transfer
- Economics – University Transfer
- English – University Transfer
- First Nations & Indigenous Studies – University Transfer (UT)
- Geography – University Transfer (UT)
- Psychology – University Transfer
- Sociology – University Transfer
- Mathematics – University Transfer (UT)
- Anatomy & Physiology – University Transfer (UT)
- Biology – University Transfer (UT)
- Chemistry – University Transfer (UT)
- Physics – University Transfer (UT)
- Computer Programming - University Transfer (UT)
- Engineering – University Transfer (UT)
- Engineering – University Transfer (UT) – SCIE 1100
- Engineering – University Transfer (UT) – SCIE 1151

## Engineering Analysis (UT) – SCIE 1180

The hiring criteria also complies with policy [C.3.11 \(Qualifications for Faculty Members\)](#):

Hiring criteria for Engineering faculty also include a Professional Engineer designation. All UT faculty teaching Engineering UT courses have a professional Engineering designation.

### Area Hiring Criteria for Staff

Laboratory demonstrators in the Sciences provide technical and instructional support. Senior laboratory demonstrators, in addition, perform supervisory and administrative tasks in the College Foundations Science laboratories.

### Professional Development

The College provides faculty with 100% workload twenty (20) duty days annually for professional development. Fifteen (15) duty days to those faculty members who have worked half time or more for 7 months but less than 8 months within one fiscal year.

Professional development activities of UT faculty include and are not limited to curriculum development, participation in educational and specific discipline-related workshops, meetings, and conferences. These activities equip faculty with the necessary knowledge and technology skills to enhance the quality and vitalize the UT program. Faculty development is supported through the Centre for Teaching, Learning, and Research (CTLR) and the School of Instructor Education (SIE).

Vancouver Community College requires all UT Science staff and faculty complete the Workplace Hazardous Materials Information System (WHMIS) training. Science Department supervisors (Department Leaders) also complete WorkSafe BC training.

### Industry /Professional Associations - Connections/Engagement

Faculty members in the University Engineering transfer program are registered as Professional Engineers (i.e., P.Eng.) with Engineers and Geoscientists BC (EGBC) and actively work in the industry providing professional consulting services. Through their exposure and connections with the industry, they provide guidance and supervision to students with regards to real-life practical problems and projects.

### Workload

The UT program follows the guidelines as outlined in the VCC Faculty Association Collective Agreement: Determination of Departmental Workload Profiles (6.2).

The current workload profile effectively supports the current success of the program and contribution to the students. As the University Transfer program grows in capacity and student enrolments, additional release time for Department Heads is required to best meet the growing demand.

### Work Culture and Outlook on Trends in Education

61% of the instructors describe the work culture in College Foundations as collaborative, supportive and positive, 17 % mentioned that they feel somewhat isolated. 17% also mentioned that they are wary of College Administration and 6 % perceive the work culture as seniority oriented.

Faculty are engaged in supporting growth for our UT and Associate Degrees programs. Some faculty are recommending expansion into second year offerings with an emphasis on ensuring there is adequate release time for Department Heads to support a significantly larger department.

The faculty recommends a UT online learning strategy for the department.

### Key Findings

1. Overall, the mix between full-time regular, part-time regular, term instructors and staff are a great complement to effectively teach the University Transfer curriculum.
2. Some faculty recommend that we increase our 2<sup>nd</sup> year offerings.

### Program and Student Support Services

Program and Student Support Services examines the extent and quality of support services provided to the program and students in the program.

Program and Student Supports includes the following:

- Admissions
- Advising
- Arbiter of Student Issues
- Counselling
- Disability Services
- Financial Aid
- Indigenous Education and Community Engagement
- Information Technology: Classroom Technology
- Information Technology: Network and Client Services
- Institutional Research
- Interpreting
- Learning Centre
- Library Public Services
- Library Technical Services
- Marketing and Communication
- Student Records

Overall, the Program and Student Supports are doing a good job. There is a much more comprehensive discussion of this KPI in the Self Study Report. The results of a comprehensive survey are also provided in the appendices to that report.

Several recommendations are provided later in this report for this KPI.

### Key Findings

1. Students mentioned having a hard time navigating the website and registering for courses.

2. According to faculty the student support services used most are: the Library, Learning Centre, Disability Services, Advising, Counselling and Indigenous Services. There were no major concerns expressed around student support from faculty.
3. Advising sees many inquiries about taking UT courses from us with the end goal of going to another post-secs not necessarily Engineering or Science.
4. Interpreting has informed us that emerging trends include larger numbers of students with multiple disabilities.
5. Marketing and Communication has indicated that emerging issues include low domestic enrolment across BC and low unemployment rates. There is a demand for online/flexible program delivery.

## Learning Environment (Physical and Online)

This key indicator examines the learning environment. The facilities, classrooms, labs, equipment, educational technology, and resources are described and assessed as to whether they are adequate to effectively deliver the program, meet the program outcomes, and support student success.

### Facilities and Resources

With regard to students' exam accommodations that necessitate quiet spaces, Disability Services have 3 exam rooms within our area. Within the exam rooms, it is fairly quiet. However, noise levels outside of the exam rooms depends on the foot traffic and could be better sound insulated.

### Offices and Equipment

UT faculty share offices, except for department heads. Offices vary in size and are currently shared by two to five instructors. Most offices are equipped with two or three desks plus one small desktop computer workstation.

The lack of space and the single shared desktop computer limits work that can be done in the office. Especially since the pandemic accelerated student demand for online learning resources and virtual meetings, faculty do most of their work on computers, and their needs are not met by the existing office space or computer support.

As a result, many faculty undertake the majority of their work outside the office, often from home, using a personal device. Those who are teaching online generally do so from home, or possibly from a campus classroom. While remote work is currently supported by VCC, most UT faculty do not have a work-issued laptop and have little alternative but to use their own computer at home.

Shared office spaces are not suitable for video recording or for lecturing online. Marking, course prep, and student communications for online classes also take place online; these might be suited to office work if there were more computers available.

There is one staff office (A3257B), shared by the Department Assistant and Program Assistant who serve all three departments. This office is spacious and has one computer per employee. However, it is not visible from the main hallway and is difficult for students to find. As a result, students often direct their queries to lab demonstrators or instructors. To more efficiently serve students, we

recommend that this office be relocated or enlarged so that it is adjacent to the main hallway, and a service window to the main hallway be added.

Lab demonstrators do not have sufficient or appropriate office space to do their work efficiently. They are required to be on campus most days of the week and it is not practical to share desks. Currently there is one office/storage space at a distance from the labs and a very small office attached to the Chemistry lab. Ideally the offices should be close to the labs so that staff can respond to issues arising during the labs.

### Classrooms

Humanities and Math classes (and some Science classes with no lab component) are normally held in general-purpose classrooms equipped with tables, chairs, whiteboards, a desktop computer, and a projector.

The *UT Faculty Survey* asked instructors to comment on their classrooms. There were 18 responses. Three respondents recommended renovations to spaces. Not all made specific suggestions; those who were specific referred to lab spaces. Their recommendations have been addressed in the next section of this report. Two responses noted issues with cleaning: dirty whiteboards, rubbish left in classrooms. Five instructors commented on audio video or IT issues, ranging from bad design (cables running over keyboards) to slow computers or unresponsive projectors. This may indicate a need for either improved communication with IT or improved response. One issue, an instructor noted, could be solved by an HDMI extension cable that had been requested but not received. It is possible that other issues might also be easily solved, with the right resources.

Overall, these classrooms are adequate to the task, though layout may impede movement. Disability Services sent the following comment:

Some of the classrooms, particularly in Building A, are laid out to maximize student occupancy. This in turn becomes too narrow for all students, especially those with mobility aids (i.e.: wheelchair). The lack of space also makes it harder for students to receive accommodations for accessible equipment (i.e.: height-adjustable table, chair) within the class, especially in lab classrooms. There is also a lack of automatic doors to accommodate for students with mobility issues.

Observation of classrooms shows that some rooms have much more space and/or configurability of room furniture than others. Configurability is desirable because it permits a wider range of active learning activities than a fixed layout, particularly if it is hard for students to move around the room. (NOTE: Care has to be taken if a classroom is also used as a lab room. Please see the comments on configurability in the labs section below.)

It is noted that evening classes have more frequent HVAC concerns than daytime classes, particularly in the summer; air conditioning appears to be turned off at the end of the business day. Evening classroom temperatures have been measured above 28 degrees, affecting students' ability to work effectively. Overcrowding in classrooms contributes to CO<sub>2</sub> levels close to or above the recommended 800ppm in some cases.

## Labs

Existing lab facilities have many positive aspects, but there are some safety concerns and overcrowding.

The Science labs are “bright and interesting” and contribute to “helping students feel good in our spaces.” Some rooms have large office style chairs instead of more compact lab stools; this may be comfortable for lectures, but the chairs are not as compact as lab stools, contributing to overcrowding. Even when class sizes are small, the furniture impedes aisles and access to amenities and safety equipment.

Multiple instructors noted that labs have tripping hazards because of electrical cords for equipment such as microscopes. Faculty have commented about the overcrowding in labs, noting that a larger person would not be able to easily sit anywhere except the edges of the rooms, and that the space did not meet accessibility or WorkSafeBC standards.

Current lab classrooms hold students at roughly twice the density recommended for ABE and UT level wet labs when classes are full. Preparation and storage space is insufficient. Using the calculated net space per student, labs offer 1.6—2.5 m<sup>2</sup>/student; the industry standard for wet lab space is 4.6—5 m<sup>2</sup>/student.

While configurability is a desirable in a general classroom, it does not work well for a lab. Tables are often moved for exams or other purposes, at times completely blocking access to the aisles and safety equipment. Additionally, the ventilation engineers have indicated we need to do a better job of ensuring clearance around the fume hoods. Restricting ability to move tables in some of the labs will ensure proper safe and accessible layout is maintained.

Overcrowding is also an Equality, Diversity, Inclusion (EDI) issue, as it exacerbates the challenge of moving about safely for students and staff who use mobility aids.

The Covid-19 pandemic forced some creative uses of space that hint at better room access. In particular, hosting lectures online or in non-lab classrooms would free up lab space, allowing classes to be split across two rooms for lab activities. With reduced student capacity, some furniture and equipment can be removed, helping reduce obstacles and make it easier for students to get help from faculty and staff. Existing AV equipment allows faculty and staff to broadcast between both rooms as needed and have an instructor or lab demonstrator in each room. This approach was tested and found effective during Covid.

Ventilation is an ongoing safety concern in lab spaces. Formaldehyde exposure is a concern, particularly for lab demonstrators who may have ongoing exposure throughout a whole day.

The following concerns about ventilation are excerpted from the appendix in the self-study report. Ventilation in the Science labs is a combination of general dilution ventilation and some fume hoods. Our chemical storage room has dedicated separate ventilation system which vents directly outside. There are several problems with the current ventilation system:

1. The general classroom and support space dilution ventilation recirculates to non-lab areas. During dissections and some Chemistry and Biology labs, airborne contaminants can be recirculated to non-lab areas.

2. Formaldehyde, which is released during dissections, is a designated substance and recirculation is prohibited (Worksafe BC, 2016).
3. A chemical spill of a volatile chemical may recirculate to other non-lab areas.
4. There are no ECD's available to students during dissections to help reduce their exposure to formaldehyde.
5. There is not enough fume hood space in the UT Chemistry classroom (3252) for a full class of 26.

As a temporary solution to prevent formaldehyde recirculation (2), facilities adjusts the air exchange unit to prevent recirculation of air during dissections. This is an inefficient in terms of energy and temperature control. Additionally, during the cooler months, cold air triggers the system to shut off, which turns off air exchange for the entire wing until the engineers are able to reboot the system.

There is a need for a systematic fix to address the costs of the ongoing inefficiencies, including lab and facilities' staff time. The wellbeing of students, lab staff and faculty must also be considered, particularly given the risks of longer-term exposures and of exposure without air exchange, which currently happens when the system shuts off.

Funding has been identified to install a dedicated extractor/ventilation system for the Chemistry labs. A consulting contract has been awarded as of July 2022. As of this writing in February 2023, no construction is underway.

Currently, due to inadequate ventilation and overcrowding, lab spaces are not adequately supporting effective program delivery.

Additionally, the safety of the chemical and biological waste storage area (rm 1516 Building A) needs to be addressed. Adequate ventilation, eyewash and spill response equipment needs to be in place. The capacity of the waste storage area needs to be increased as lab sections are increased. Safe procedures for lab staff and waste disposal receivers needs to be in place.

### Online Environment/Educational Technology

The two chief online learning spaces used are Zoom (for videoconferencing live lectures) and Moodle.

Zoom was, of course, widely adopted during the Covid-19 pandemic. It has the advantage of being user-friendly, cross-platform and free to access, so there are rarely technical issues with student access. As a program delivery tool, it is very well suited to lecture. It is less well suited to active learning and small-group discussion.

Moodle has been in common use at VCC for some time. The extent to which instructors use Moodle varies greatly. Some instructors use it as a file repository for students to access notes, handouts, and so on. In other cases, students interact extensively within Moodle, using it to complete quizzes, submit assignments, and hold discussions with one another.



Anecdotally: students navigate Moodle successfully to find what they are looking for, but occasionally comment that they find the lack of standardization an obstacle. Each instructor organizes material within a course shell differently. It may be the case that learning a different organizational style for each class takes away from the quality of the experience. On the other hand, one of Moodle's strengths is its customizability; not all formats will be suited to all courses.

One limitation of Moodle is that it is lacking in modern engagement/collaboration tools. Students show some resistance to using discussion boards (which feel early-2000s in design); it is possible that they would benefit from a more modern design, or a different activity altogether.

The UT programs would benefit from a systematic development of an online learning strategy. The three departments offer different numbers of online classes and have not, to date, been able to coordinate timing of online classes. If it were possible to coordinate class schedules so that online and in-person learning take place on different days, students would be able to predict what days they need to be on campus, and to identify a quiet learning space at home for online days. Given the complexity of the intersecting UT programs, it may not be possible to fully achieve this.

For students who do not have a safe learning space at home or who have alternating online/in-person classes on the same day, physical space on campus is needed. An online learning strategy would support space utilization by identifying the value of each type of learning space. We would like to be able to identify why students are on campus for a particular class, and what they are doing to take advantage of being in that physical space. The same holds for online classes; we would like to know the value of being online for a particular class rather than in person.

One success of pandemic course delivery was the popularity of live-streaming and/or recording in-person lectures for students who were isolating or ill and could not travel to campus. This was found not to be an effective substitute for attending class. However, students have appreciated having lecture recordings.

Currently, we do not have systemic data to support the hypothesis that the videos are useful or effective in increasing student grades or retention. However, the qualitative feedback individual instructors have received from students indicates that students appreciate recordings of lectures. Development of a UT-wide online learning plan should weigh the utility of incorporating such "online" aspects of in-person classes.

From an EDI perspective, it is important to consider in the development of the online learning plan:

1. Does the online course design support accessibility?
2. What barriers to access are created if the only way to take this course is online?

Disability Services sent the following response on the topic of online learning spaces:

"We think it may be helpful for students in a virtual setting to have the option to turn on/off closed captioning during Zoom lectures. It would also be beneficial if the class materials available for the students follow a UDL-format, such as: closed caption for all video materials, Word versions of texts for Text-to-Speech users, and Alternative texts for graphics within class notes and/or material."

## Key Findings

1. Crowding and ventilation pose a safety risk for classes that take place in labs. Movement is hampered in some classrooms and in all labs, particularly for students, staff, and faculty who use mobility aids.
2. Tight scheduling of labs is an issue. Ensure there are adequate facilities to offer our courses.
3. Online learning tools are flexible for use in a variety of circumstances. Their use may be improved by developing a fulsome online learning strategy and by identifying ancillary tools to improve student engagement and collaboration.

## Self-Study Recommendations

Based on the evidence gathered and discussions during the self-study, the recommendations for each key performance indicator are included in the following table. The following were considered when creating the recommendations:

1. All recommendations included in the table are based on clear evidence and analysis described in the body of the report.
2. All recommendations will be considered when developing the final action plan.
3. The estimated timelines will be added to the action plan.
4. Some issues identified in the findings may be more appropriate for the “future directions” section (beyond a 1-2 year implementation plan)
5. Anticipated EDI impact was predicted for each recommendation and classified as widespread (likely to impact many under-represented students) or isolated (likely to impact only a small subset of students), and major (likely to have an impact on students’ access to our programs, successful completion, and/or transfer to other institutions) or minor (likely to have an impact on other aspects of the student experience and/or overall satisfaction). Some recommendations were classified as neutral (not likely to have EDI impacts).

KPI	Self-Study Recommendations	Anticipated EDI impact
Curriculum and Instruction	1. Updates to PCGs and course outlines: <ul style="list-style-type: none"> <li>• Minor updates to Program Learning Outcomes as follows:               <ul style="list-style-type: none"> <li>○ Associate of Science, #3: Apply <del>competent</del> and relevant technology skills in solving problems.</li> <li>○ Associate of Science, #5: Use <del>their</del> scientific educational experiences as a solid foundation for academic readiness to higher level study at the third- and fourth-year</li> </ul> </li> </ul>	Neutral

	<p>level courses.</p> <ul style="list-style-type: none"> <li>○ UT Environmental Studies, #4: <del>Apply the appropriate presentation style to</del> produce clear and accurate written, verbal, and visual communication for the public individuals, professionals in industry/NGOs, scientists, and politicians.</li> <li>⊖ UT Environmental Studies, #7: Apply problem-solving techniques in biology, math, and environmental studies geography, global environmental change, management, and leadership.</li> <li>○ Remove “Apply the appropriate rhetorical style” from several Program Learning Outcomes.</li> <li>• Add EVSC 1100, PHYS 1110, CMPT 1010, 1020 to list of Science options for UT Arts Certificate.</li> <li>• Add a note to UT Science Certificate recommending that students take certain courses in pairs: BIOL 1100 and 1200; BIOL 1120 and 1220; PHYS 1100 and 1200 – in order to ensure appropriate transfer credit is granted at the receiving institution.</li> <li>• Consider updating UT course outlines to include a range of values for evaluation plans, rather than a fixed value for each component of evaluation plans.</li> <li>• Consider offering PLAR for other UT courses, and for ABE courses that are pre-requisites for UT courses. <ul style="list-style-type: none"> <li>○ Create an assessment (to be administered through the assessment centre) for students who wish to take BIOL 1120/1220 without having taken Biology 11.</li> </ul> </li> </ul>	<p>Minor</p> <p>Major, isolated</p> <p>Neutral</p> <p>Major, isolated</p>
	<p>2. Transfer agreements:</p> <ul style="list-style-type: none"> <li>• Continue to work with SFU to update the admission agreement for</li> </ul>	<p>Neutral</p>

	<p>Engineering so that SFU accepts the Common First-Year Engineering Curriculum for assured admission.</p> <ul style="list-style-type: none"> <li>• Work with UBC to develop an assured admission agreement for transfer of VCC Engineering students to second-year Engineering at UBC.</li> <li>• Pursue transfers for Engineering courses to UBC as follows: <ul style="list-style-type: none"> <li>○ VCC SCIE 1100 = UBC APSC 100 (currently APSC 1<sup>st</sup>)</li> <li>○ VCC SCIE 1110 = UBC APSC 101 (currently APSC 1<sup>st</sup>)</li> </ul> </li> </ul>	<p>Minor</p> <p>Neutral</p>
	<p>3. Student tracking:</p> <ul style="list-style-type: none"> <li>• Incentivize enrollment in specific majors/programs to aid in tracking student demand for various areas, perhaps via early registration into high-demand courses required for their program. This will also allow for more meaningful data collection (e.g. graduate surveys).</li> <li>• Ability for department leaders, assistants and advisors to track student progression (e.g. list of all students in Term 3 of Associate of Science; how many MATH 1200 students completed MATH 1100 more than 1 term ago; how many BIOL 1120 students have previously attempted the course; the fail rate of a given class). These data would help us identify our obligations in terms of offering second-year courses, predict enrollments, optimize the timing of course offerings, and identify classes where additional supports and/or different pre-requisites might be needed. We are currently only able to find some of this information manually, which is incomplete and time-consuming.</li> <li>• Track student transfer success, particularly following Engineering and Computer Science &amp; Software Systems pathways. Engineering</li> </ul>	<p>Major, widespread</p> <p>Major, widespread</p> <p>Major, isolated</p>

	<p>students who are not admitted to university should be advised of other options, such as the Engineering Technologist program at VIU. Computer Science &amp; Software Systems students who are not admitted to university should be advised of the Associate of Science program so that they can re-apply for transfer following successful completion of their second year. It would also be useful to have some success stories from students who transfer to universities, for marketing purposes.</p>	
	<p>4. Student communication and advising:</p> <ul style="list-style-type: none"> <li>• Improve student awareness of program pathways and advising services: <ul style="list-style-type: none"> <li>○ Automatic letter to students when they apply to any UT program, offering assistance/guidance with course planning.</li> <li>○ In-class outreach from departments and/or Advising at the start of term.</li> <li>○ Clear information about program pathways on the website, including the term(s) in which a class is normally offered.</li> <li>○ Social media posts .</li> <li>○ Posters in hallways.</li> <li>○ Student-friendly pamphlets outlining various course pathways (particularly SFU assured admission and Associate of Science) in print and online format for instructors and Advising to share with students.</li> </ul> </li> <li>• Create a suggested course sequence for students switching from the one-year programs to the Associate of Science program.</li> </ul>	<p>Major, widespread</p> <p>Major, isolated</p>

<b>Student Outcomes</b>	<ol style="list-style-type: none"> <li>1. Maintain program majors for UTEG, UTCS, and Associate Degrees.</li> <li>2. Create a separate program major for Science pathways (Applied Math, Applied Physics etc.) to SFU.</li> <li>3. Combine all non-pathway and non-Associate-degree program majors into one program major called 'UT'. Students who want to take courses a-la-carte can choose this major.</li> <li>4. Assess the impact of keeping the Pathway to Health Sciences and UT Arts Certificates. Students may become aware of VCC offerings when they search for these programs online.</li> </ol>	<p>Neutral</p> <p>Neutral</p> <p>Minor, widespread</p>
<b>Faculty and Staff</b>	<ol style="list-style-type: none"> <li>1. Additional release time for Department Leaders in the Mathematics, Science and Humanities departments is required to better manage the continuing growth of the program. The current release time for the departments are: Mathematics (50%), Science (75%) and Humanities (50%).</li> <li>2. Reduce class sizes to allow for more timely and constructive student feedback. It can also allow inclusion of coursework tailored to the diverse learning needs of our students.</li> </ol>	<p>Potentially major, widespread if additional release time used to further EDI</p> <p>Minor, widespread</p>
<b>Student Support Services</b>	<ol style="list-style-type: none"> <li>1. Mention the following student services to students verbally, in course outlines and on Moodle, and/or invite a representative to speak in classes: Advising, Counselling, Library, Learning Centre, IECE, Disability Services, Arbiter of Student Issues. Invite representatives to department meetings to ensure faculty understand available services.</li> <li>2. Send schedule information ahead of time each term, and when changes occur, to: Advising, Learning Centre, Interpreting</li> <li>3. Admissions: Compare course requirements with other PSIs. Keep BCCAT updated with transferrable courses with the assistance of our Transfer Credit Officer.</li> <li>4. Disability Services: If they had more resources, a DS Counsellor could provide learning strategist support for students with disabilities, they could also provide</li> </ol>	<p>Minor, widespread</p> <p>Minor, isolated</p> <p>Minor, widespread</p> <p>Major, isolated</p>

	<p>more training to faculty &amp; staff re: creating inclusive environments for SWDs.</p> <p>5. Financial Aid: Try to not cancel classes at the last moment as once the funding is confirmed there is no way to stop. Identify pathways/learning plans for mature students who do not meet published admission criteria/prerequisites.</p> <p>6. Indigenous Education and Community Engagement: Have Indigenous course content on the syllabus every term.</p> <p>7. Information Technology: Classroom Technology: send Classroom Tech their feedback of the technology and services used.</p> <p>8. Institutional Research: simplify registration process.</p> <p>9. Library Technical Services: Work more closely with the librarian in charge of the UT collection to order online and print materials within the budget and in a timely manner to avoid rush orders.</p> <p>10. Library Technical Services: Explore open resources for use in UT classes.</p> <p>11. Student Records: Ensure the following information is clear on the VCC website: grades can only be rolled after course end date per Banner; there is a graduation fee for graduation application; provide the withdrawal deadlines; the fastest option to get transcript is in-person at the Registrar's office.</p>	<p>Major, isolated</p> <p>Minor, widespread</p> <p>Neutral</p> <p>Major, widespread</p> <p>Neutral</p> <p>Major, widespread</p> <p>Minor, widespread</p>
<p><b>Program Planning and Administration</b></p>	<p>1. Create a PAC for University Transfer.</p> <p>2. Review the online Marketing strategy for UT; update vcc.ca to better reflect current UT offerings.</p> <p>3. Do not develop the Associate of Arts further unless additional funding and support is provided to ensure its successful launch.</p> <p>4. Develop additional pathways for the Associate of Science degree, such as Environmental Science or Biological Science.</p> <p>5. Consider partnering with the “special</p>	<p>Neutral</p> <p>Major, widespread</p> <p>Neutral</p> <p>Neutral</p> <p>Major, isolated</p>

	<p>purpose, teaching universities,” such as Capilano University and Kwantlen Polytechnic University to develop other transfer programs for students for whom UBC and SFU are not viable options.</p> <p>6. Continue to offer classes in flexible formats, ideally offer multiple sections of the same course in different modes, as appropriate, with one online (or hybrid) offering per section each term.</p> <p>7. Consider how decolonial teaching practices can be implemented at the departmental level.</p> <p>8. Consult with Indigenous subject matter experts in math and science for their input on how to Indigenize our courses.</p> <p>9. Formalize existing Indigenous student-friendly practices such as allowing flexibility for cultural leaves.</p> <p>10. Offer an Indigenization/ decolonization workshop series for instructors.</p> <p>11. Encourage faculty and staff to participate in San’yas cultural safety training.</p>	<p>Major, widespread</p> <p>Major, widespread</p> <p>Major, widespread</p> <p>Major, widespread</p> <p>Major, widespread</p> <p>Widespread</p>
<p><b>Learning Environment</b></p>	<p>1. Reduce overcrowding in labs: Consider booking Science classes into non-lab classrooms on days when no planned lab activity occurs.</p> <p>2. Address the ongoing ventilation hazards in the Science labs.</p> <p>3. Update lab furniture and layout to address safety concerns, including chemical resistant countertops, clearance for fume hoods, and aisle access to safety systems</p> <p>4. Identify adequate and appropriate office space for lab staff.</p> <p>5. Create an online learning strategy for all of UT: a coordinated approach across the three departments.</p> <p>6. Make the CF office accessible from the main hallway for enhanced student service.</p> <p>7. Increase capacity of faculty to use UDL format for class materials (in Science/Math, may require specialized technology or additional support for transcribing and formatting equations/formulas).</p>	<p>Major, isolated</p> <p>Neutral</p> <p>Minor, isolated</p> <p>Neutral</p> <p>Widespread</p> <p>Widespread</p> <p>Widespread</p>



	8. Explore feasibility of coordination of blended class schedules so that students can have consistent “learn from home” days and “on campus” days.	Major, widespread
	9. Standardize Moodle shells. This could be accomplished by creating one or more “template” shells that have a fixed location for notes, handouts, assignments, etc., possibly augmented by additional sections to be customized as needed.	Minor, widespread
	10. Identify more modern tools for collaborating and communicating that could be used at VCC.	Neutral
	11. Plan for growth: If the Associate of Science program is to expand in scope, additional lab space will be needed.	Neutral

### 3 External Review Report Summary

As mentioned, the external review site visit took place on November 15<sup>th</sup>, 2022. The external reviewers included:

- Ian Affleck (Associate Dean, Faculty of Science, UFV)
- Kina Cavicchioli (Department Chair, English, Langara College)
- Susan Oesterle (Associate Dean, Faculty of Science and Technology, Douglas College)

The external reviewers met with the UT renewal steering committee after a welcome by David Wells. They received a summary of the self-study report and were able to tour the UT classrooms, labs, and prep rooms. They had a chance to visit two classes and speak to current students.

The full External Review report is included in the Appendix. The recommendations are provided here.

#### External Review Recommendations:

1. Track student progression from UT courses/programs to VCC Degrees (Nursing, Dental Hygiene, etc.) in order to monitor success of the UT courses/programs in meeting internal needs.
2. Resource Marketing and Communication to create a better website and communications plan for high schools.
3. Introduce seat reserves for students who have declared entry into programs – to help ensure that students get the courses they need, when they need them, and to incentivize program declaration.

4. Investigate possible causes for relatively low student satisfaction in the UTEG program.
5. Form an Internal Advisory Committee to help guide UT programs.
6. Develop an online learning strategy for courses with online and hybrid sections and determine when remote delivery is best scheduled to meet the needs of students registering in these and other courses.
7. Refurbish/modernize labs (and potentially consider changing lab class sizes) to provide more space per student in labs and meet safety requirements.
8. Ensure adequate office space and access to necessary technology for instructors.
9. Ensure adequate office and lab storage space for instructors.
10. Ensure that Disability and Counselling Services are adequately resourced to meet student needs.

## 4 Self-Study Team Response to External Review Report

The steering committee met on Jan 6<sup>th</sup>, 2023 to review the external review report and created a list of prioritized recommendations which is summarized in Section 6: Final Comments and Recommendations.

## 5 Responses to External Report

### Dean, School of Arts and Sciences

The recommendations of the external renewal committee members validate many recommendations from the self-study, while adding their own distinct observations of the strengths and challenges of our UT programming. The outcome of this process gives the college a clear path forward to further grow and improve upon an already increasingly relevant area of programming.

The engagement from external committee members was very evident during their site visit and greatly appreciated. The work of the steering committee to provide the external committee with a thoughtfully prepared self-study and for a well-organized site visit are also greatly appreciated. The combined efforts for all concerned has resulted in a meaningful summary report and action plan which is in alignment with the college's Strategic Innovation Plan.

## 6 Final Comments and Recommendations

While recommendations were outlined in the self-study report, there were additions to the recommendations following the External Review report and final steering committee discussion.

The final recommendations are provided below. We have indicated whether the source of the recommendation is from the Self-Study Report and/or the External Review or is new.

#	Recommendations by Priority Level	Self-Study Recommendations	External Review Recommendations And New Recommendations	KPI
	<b>Very High Priority</b>			
1	Re-design VCC UT web page to show courses/pathways/programs clearly	Yes (Curriculum and Instruction, Student Supports, Program Planning and Administration)	Yes (External)	Program Planning and Administration
2	Explore assured admission to SFU Bachelor of Health Sciences		Yes (New)	Program Planning and Administration
3	Create an overall strategy/vision for the possible growth of UT for the next 5-10 years. -Seek clarity from VP Academic about possible growth of UT -Seek clarity on institutional support, resources and space allocation		Yes (New)	Program Planning and Administration
4	Create a way to track UT students by major/goal/intent -Track A&P students (are they headed for Dental Hygiene or BScN?)	Yes (Curriculum and Instruction)	Yes (External)	Program Planning and Administration
5	Improve lab ventilation, space, safety, equipment, and overall facilities	Yes (Learning Environment)	Yes (External)	Learning Environment
6	Plan and manage the scheduling of online, blended and face-to-face delivery modes in UT -Consider students on campus who need to be on Zoom -Impact on room booking and lab use -Standardize UT Moodle to include info about dept leader contact info and student services -What is the vision for how much online, blended and F2F in UT? -Continue regularly surveying students regarding their preference -What is the college's overall plan for online?	Yes (Program Planning and Administration, Faculty and Staff, and Learning Environment)	Yes (External)	Program Planning and Administration

#	Recommendations by Priority Level	Self-Study Recommendations	External Review Recommendations And New Recommendations	KPI
	<b>High Priority</b>			
7	Provide feedback to counseling about meeting the needs of UT students	Yes		Program and Student Support Services
8	Department leaders meet with IT once per term and discuss department needs	Yes		Program and Student Support Services
9	Develop a plan to create office and classroom space sufficient for instructors and staff	Yes	Yes (External)	Learning Environment
10	Develop a UT Indigenization plan	Yes (Program Planning and Administration)		Curriculum and Instruction
11	Market UT courses as pre-reqs for health sciences	Yes (Student Outcomes)		Program Planning and Administration
12	Advocate for additional resources in disability services	Yes	Yes (External)	Program and Student Support Services
13	Explore having reserved seats for courses that are tied to specific pathways or programs		Yes (External)	Program Planning and Administration
14	Investigate extra demand on department leaders, using data and other means -Look at removing some Dept Leader tasks -Explore additional support for dept leaders	Yes	Yes (within the External Review but not included in the final recommendations)	Faculty and staff
	<b>Medium</b>			
15	Explore satisfaction of UT Engineering students (NOTE: Reassigned from high priority)		Yes (External) High Priority.	Student Outcomes
16	Get input from UBC, SFU etc. on demand for programs and student program needs		Yes (New)	Program Planning and Administration
17	Survey our Arts students to determine the demand for Arts programs subsequent to 1 <sup>st</sup> year		Yes (New)	Program Planning and Administration
18	Investigate the creation of	Yes	Yes (External)	Student Outcomes

#	Recommendations by Priority Level	Self-Study Recommendations	External Review Recommendations And New Recommendations	KPI
	individualized student pathway plans -This could tie in with student tracking			
19	Create a UT 'internal committee' instead of a PAC	Yes: NOTE: Original recommendation was for a PAC	Yes (External)	Program Planning and Administration
	<b>Low</b>			
20	Create a co-req remediation plan for MATH 1100 -May effect MATH 1020 -Prereq audit is still a good idea		Yes (New)	Curriculum and Instruction
21	Seek resources/support for developing Associate of Arts	Yes		Program Planning and Administration
22	Schedule ongoing discussions about class-sizes in humanities	Yes		Program Planning and Administration
23	Explore ways to create more community and connection for UT instructors		Yes (New)	Faculty and Staff
	<b>Very Low</b>			
24	Orientation and coaching for (new) faculty at the start of term including support from department		Yes (New)	Faculty and staff
25	Set up Moodle training for UT faculty		Yes (New)	Faculty and staff

## 7 Appendices

The following documents are included in that accompanying Appendices.

- External Review Report



# **PROGRAM RENEWAL**

## **External Review Report**

University Transfer Courses and Programs

Submitted to

**Andy Sellwood, Chair, University Transfer and Associate Degree Program  
Renewal Steering Committee**

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

**David Wells, Vice President Academic, Students & Research**

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

On January 3, 2023

**By**

**Ian Affleck, University of the Fraser Valley  
Kina Cavicchioli, Langara College  
Susan Oesterle, Douglas College**

The External Review Team convened on November 15, 2022, to review the University Transfer and Associate Degree Program Self-Study Report and conduct a site visit to meet with the various

stakeholders; and to provide an oral summation of findings and suggestions. This document represents the completion of the external review process.

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## Background

External review is an integral component of VCC's program renewal process, and follows the completion of the department's Self-Study Report. A team of two to three members, selected by the Program Renewal Steering Committee, conducts the external review.

The purpose of the external review is to evaluate the program(s) for and courses for quality assurance by examining the internal Self-Study Report and supporting documentation, conducting a site visit, providing information regarding program strengths, and recommending opportunities for improvement.

Accordingly, on November 15, 2022, the External Review team consisting of Ian Affleck, Kina Cavicchioli, and Susan Oesterle (see Appendix A for membership), convened to review the University Transfer and Associate Degree Program, met with the various stakeholders, and provided an oral summation of findings, recommendations and suggestions at the conclusion of the visit. This external review report represents the completion of the external review process.

## Overview

As per C.3.2 Program Review and Renewal Procedures (please see sections 21 to 23 for more details):

- An external review team will consist of two (2) to three (3) members selected by the Steering Committee, with at least one member being from an Academic institution.
- The external review will typically include a review of the self-study, a site visit, and input from students, faculty/instructors, staff, administration, educational support services, and representatives from external stakeholder groups.
- The external review team will submit a report to the Steering Committee that identifies strengths and recommendations for improvement. This report will be available to the department.

The External Review team, in fulfillment of its responsibilities met with:

- X Vice President, Academic, Students & Research
- X Chair, Program Review and Renewal Committee
- X Dean of School
- X Department Leader
- X Program Renewal Steering Committee
- X Members of the self-study group
- X Students
  - Graduates
- X Program Faculty
  - Program Advisory Committee/Industry representatives
  - Educational Support Services Representatives
  - Others \_\_\_\_\_

## Summary of Findings

### Self-Study Report

Overall, we found the Self-Study Report to be very thorough in its consideration of the six KPI categories, with findings and recommendations sufficiently detailed, appropriately supported, and well-presented. With respect to each of the six key performance indicators, and the recommendations within each category, we offer observations below.

#### KPI #1: Curriculum and Instruction

We agree with the key findings and recommendations presented in the Self-Study Report for KPI #1.

Maintaining transfer agreements is essential, requiring that curriculum is kept up-to-date and that department representatives participate in provincial articulation meetings.

The non-cohort model for UT programs is typical of other UT programs in the province. The flexibility it offers is desirable for students, but presents challenges for advising and for planning course offerings. We strongly support the recommendations for improved student communication and advising, in particular improvements to the website, as well as for improved capacity to capture and track student goals (desired majors) and progression toward those goals.

With respect to the website we suggest:

- It needs to present the options and requirements of each UT program and pathway clearly, in an organized way, with a single UT landing page from which it's easy to look up all current information<sup>1</sup>.

With respect to declaration of majors and student advising, we note:

- Rather than early registration, it may be advantageous to incentivise students to declare their program by reserving seats in specific courses for students in particular programs. This should work well for Engineering, Computing Science or Environmental Studies programs where the usual courses needed by students can be easily predicted. Unlike offering early registration, setting up reserved seats in the courses they need will prevent students from declaring a program that they aren't interested in, in order to get registration priority. Once all students have had a chance to register, the reserves can be dropped, so that unused seat reserves aren't wasted.

<sup>1</sup> Alexander College offers a good example for their Associate of Science:  
<https://alexandercollege.ca/programs-and-courses/associate-of-science/>

- We agree that a suggested course sequence for students moving from a Computing certificate to an Associate of Science in Computing would be helpful and should be relatively easy to establish.

Finally, with respect to modes of course delivery, we observed the high proportion of hybrid science offerings. The study reports that informal surveys of Biology and Chemistry students indicate a strong preference for online lectures and in-person labs (p. 28). However, the challenges of managing online class sessions that come right before or after in-person sessions could be limiting registration options for some students. This may be easier to schedule if students are registered in programs where their course combinations are more predictable, by planning for on-campus days and off-campus days.

## KPI #2: Student Outcomes

From the data presented in the self-study we observe:

- a general downward trend from 2017 - 2021 in students enrolled in UT majors (p. 32)
- a significant drop in UT Engineering registrations and FTE in that period (Doc 06 Appendices) and only one graduate each year with the UTEG credential
- low application rates for graduation across certificates generally (p. 37 and Docs 01-07 Appendices)
- a significant number of students reporting having taken upgrading during or prior to their UT studies (p. 36)
- a large proportion of the students who responded to the Graduate Survey were completing prerequisites for Health Sciences (65%) (Doc 08 Appendices)
- From the Graduate Survey results, most graduates were generally very satisfied or satisfied with their education, and ratings for quality of instruction were excellent, however, reported satisfaction rates among UT Engineering students were significantly lower (p. 42).
- There is a very high attrition rate in MATH 1020 (Precalculus), with nearly one third of students not completing the course. (p. 39) This is especially concerning because MATH 1020 is nearly always taken as a program requirement or a prerequisite for a program requirement - seldom taken as an elective. Students who register for it but don't complete it will need to either take it again or change programs.

In addition to the recommendations proposed (p. 44), we further recommend:

- further investigating what can be done to improve the elements that UTEG students were dissatisfied with;
- incentivizing declaration of programs to facilitate outcome tracking (as noted in KPI #1);
- continuing to maintain strengths by offering a clear pathway to Health Sciences (e.g., the Pre-Health Sciences Certificate), and supporting students in transitioning from ABE to UT; and
- running a prerequisite audit on MATH 1020 to find out which prerequisite pathways into the course are bringing in the students who are completing it successfully, and which are admitting students who are often leaving or failing the course.

### KPI #3: Program Planning and Administration

We agree with the key findings and many of the recommendations presented in the Self-Study Report for KPI #3.

The majority of VCCs UT courses transfer seamlessly to first- and second-year courses at BC universities and colleges. They have adopted the common first-year Engineering Curriculum, opening many pathway options for their UT ENGR students. Ties to SFU seem to be particularly strong, with articulated certificate pathways to second-year in many disciplines. Relatively small class sizes, use of Moodle, and greater use of online communication methods allows VCC UT faculty to provide a learner-centred approach.

With respect to the recommendations, we offer the following comments:

- The report recommends creation of a Program Advisory Committee (PAC) to consider curriculum quality, succession planning, balance of permanent vs. sessional instructors, and marketing needs. Given that PACs are largely made up of external community and industry stakeholders, we do not believe this will be helpful for UT programs. PACs are beneficial for career-based programs, where members can provide up-to-date information on essential employment skills and can support field work/practicum placements and promotion of the programs. For general UT it is not clear who appropriate stakeholders would be. Maintenance of curriculum quality is supported by provincial articulation groups. Support for UT department representatives to attend these articulation meetings is essential. The Dean's participation in the BC Deans of Arts & Science group also allows discussion of common issues across the sector and builds relationships to ensure smooth transfer and relevance of offerings. As a largely external group, a PAC would not be in a good position to have much influence on hiring practices, which are governed by Collective Agreements and administrative policy. However, we do see that an internal committee, perhaps of UT department chairs and administrators, would strengthen and develop collaboration, could help identify hiring priorities to address succession planning, and facilitate cooperation with Marketing and Communications to better promote UT offerings, through the college website but also through more direct outreach.
- On page 46 of the Self-Study it is observed that it is becoming more and more difficult for instructors to keep up with the increasing requirements for academic accommodations and supports for students. While this leads to the recommendation to reduce class sizes, the College may also look into other ways to recognize and adapt for these increasing demands on faculty. Additional resources for services like Disability

Services and the Learning Centre, or revisiting how these services are delivered, may help provide the needed assistance.

- We agree that, without additional funding being secured, the Associate of Arts cannot be further developed at this time. Furthermore, while we sympathize with faculty's desire to increase second-year offerings (p. 54), there does not currently seem to be sufficient demand to justify such an undertaking, and it would likely be a costly endeavor for VCC to try to "do second year" well, with an appropriate breadth of offerings for a variety of themes in Science and Arts.

#### KPI #4: Faculty and Staff

We agree with some of the key findings and recommendations presented in the Self-Study Report for KPI #4.

With respect to Faculty and Staff, based on the report, we observe the following:

- Hiring criteria for faculty and staff are consistent with other UT programs (Docs 30 - 48 Appendices), as are time allocations for faculty professional development (p. 52).
- While the report indicates that the workload profile (Doc 29 Appendices) is effective, we wonder if it is an accurate reflection of current workloads in UT (e.g. the suggestion that a full-time instructor will spend only 5 hours per week on preparation, assessment, office hours, etc., in total).
- The percentage of instructors who find the work culture in College Foundations to be “collaborative, supportive and positive” is only 61%. This is somewhat low. This is not addressed in the recommendations. It may be that this has been affected by COVID, but it would be worthwhile to try to determine if there are issues that can be addressed and to monitor if this improves. That said, the instructors and administrators we met during the site visit were passionate about their work, and are clearly dedicated to the students. Faculty expressed understandable frustration and concern about issues with facilities (classrooms, labs, and offices) which are further addressed in KPI #6.

To address the Key Findings and Recommendations (p. 54) more specifically:

- The first key finding in this section indicates that there is an appropriate “mix between full-time regular, part-time regular, term instructors and staff”. This may be the case, but there was no data in the report to support this conclusion.
- As noted under KPI #3 above, while we understand faculty interest in adding second-year courses, this may not be viable until there is evidence of demand among students to complete an ASc in subject areas other than Computer Science.
- Similarly, the data presented does not show the growth in UT that might warrant increased release time for Department Leaders. That said, there may be demands on these positions that are not reflected in the report. It may be possible to provide other supports for these roles as needed; for example, increased administrative assistance or creating a culture of greater shared responsibility for some tasks with other colleagues within the department.
- While we understand the motivation, based on comparison with our home institutions we also do not see evidence that supports decreases in class sizes. However, please refer to our comments above with respect to the need for increased support for faculty, to support students with special needs (see KPI #3).

### KPI #5: Program and Student Support Services

We agree with the key findings and recommendations presented in the Self-Study Report for KPI #5.

We also note the following:

- According to the report, Counselling resources are sufficient to meet the needs of students (p. 56). However, students we spoke to stated that there can be a 2 month wait- time to book a counselling appointment, and this seems worryingly high. There could be many students who wish to have counselling but give up trying to get an appointment. Students suggested that blocks of time might be set aside for drop-in counselling; this approach has been implemented elsewhere (e.g., at Langara), and piloting this approach might demonstrate that more resources are indeed needed, if usage proves to be heavy during those times.
- The section commenting on Disability Services states that the resources in this area are **not** sufficient to meet the needs of students (p. 56). Demand has gone up since COVID hit. We strongly support the recommendations to increase resources to this area and to provide additional training to faculty to help them support students with disabilities (p. 60).
- The report also suggests that IT Services are sufficient to meet support needs in classrooms as well as other areas (p. 56), but we heard from several Faculty and Administrators about technological difficulties. It may be that more regular (and pre-emptive) communication channels need to be established with IT; one suggestion was the creation of an inter-departmental committee with representatives from different areas, including a liaison representative from IT Services, who could meet once or twice a semester - not only to address issues but also to plan together for upcoming changes.
- The section commenting on Marketing and Communications also states that the resources in this area are **not** sufficient to meet the needs of the program and students (p. 57). We agree that close communication between UT departments and the Marketing and Communication team can support planning for targeted promotion to highlight program strengths and attract students (p. 63).
- Additionally, some students we interviewed in person stated that they were not aware of the resources available to them. As identified in the General Recommendations for this KPI, we support the recommendation to communicate the services available to students more explicitly (p. 58). For example, more information could be included on all syllabuses or on all course Moodle sites, in a uniform way, explaining to students all the supports that VCC offers, as well as how to access them. Students interviewed in person



also noted that the use of Moodle by instructors had the potential to be very helpful, but some instructors made little or no information available at their course Moodle site.

Overall, VCC appears to have appropriate supports available to their students, providing a full range of services from academic to personal to financial and technological. Most appear to be meeting the needs of students (with a few exceptions). While in some cases, adequate resources are a limiting factor, generally services could be improved with better communication of needs between the service and program departments, and better communication of services available to students and faculty/staff.

### KPI #6: Learning Environment

We strongly agree with the key findings and recommendations presented in the Self-Study Report for KPI #6.

This section of the report was very thorough. Our site visit confirmed the findings of the report with respect to offices and equipment, classrooms and labs, and the online environment. We feel it important to highlight the following:

- Faculty offices are currently shared by up to five instructors (p. 64), who often also share a single shared desktop computer. This is a serious concern. It discourages instructors from working on campus, inhibiting productive interactions between colleagues and in-person availability for students. Even if instructors are engaged in online or hybrid instruction, the shared offices do not support video recording of lectures or provide an appropriate space for faculty to teach synchronous online classes. Lab demonstrators also lack adequate office space as well as storage space (p. 64). We strongly support the recommendations to address this shortage of both office and storage space and lack of computers for instructors (p. 70).
- The layout in both labs and classrooms - designed, as the report mentions, to maximise occupancy - does not meet accessibility or WorkSafe BC standards (p. 66). We urge VCC to address this urgently, especially the lack of space (per student) and the poor ventilation in labs.
- We note that the report recognizes the need for an online learning strategy (pp. 68-69), not only because this would support better space utilization but also because it would support the department in remaining responsive to students' post-Covid needs.

### **Program Strengths**

VCC's UT program has many strengths, made apparent in the Self-Study data and analysis. Most noteworthy among these are the following:

- Small class sizes;
- Faculty enthusiasm for instruction;
- Generally high student satisfaction with instruction and programs;
- Hands-on labs in first-year science courses;
- Good course transferability of courses within the BC transfer system;
- Multiple program pathways to seamlessly connect to second year of popular programs at SFU and UBC;
- Successful pathway from ABE to UT for many students.

### **Areas for improvement**

We recommend that the following issues be addressed in order to strengthen VCC's UT programs and support student success:

- Tracking of student progression in and completion of programs (See Rec #1);
- Student communication and advising, including website information on programs (See Rec #2);
- Rate of program declaration by students (See Rec #3);
- Relatively low UTEG student satisfaction (See Rec #4);
- Strategy for future of Associate of Science program (See Rec #5);
- Strategy for online/hybrid/face-to-face delivery mode distribution (See Rec #6);
- Space per student in labs, for safety and accessibility purposes (See Rec #7);
- Ventilation in labs and adjacent areas (See Rec #7);
- Office space and equipment for instructors (See Rec #8);
- Office space and storage space for lab instructors (See Rec #9);
- Support from Disability and Counselling Services (See Rec #10).

## Recommendations

Based on our review of the self study and our discussions with VCC representatives and each other, here are our key recommendations.

1. Track student progression from UT courses/programs to VCC Degrees (Nursing, Dental Hygiene, etc.) in order to monitor success of the UT courses/programs in meeting internal needs.
2. Resource Marketing and Communication to create a better website and communications plan with high schools.
3. Introduce seat reserves for students who have declared entry into programs - to help ensure that students get the courses they need, when they need them, and to incentivize program declaration.
4. Investigate possible causes for relatively low student satisfaction in the UTEG program.
5. Form an internal Advisory Committee to help guide UT programs.
6. Develop an online learning strategy for courses with online and hybrid sections, and determine when remote delivery is best scheduled to meet the needs of students registering in these and other courses.
7. Refurbish/modernize labs (and potentially consider changing lab class sizes) to provide more space per student in labs and meet safety requirements.
8. Ensure adequate office space and access to necessary technology for instructors.
9. Ensure adequate office and lab storage space for lab instructors.
10. Ensure that Disability and Counselling Services are adequately resourced to meet student needs.

## Concluding Comments

We (the external review team) appreciate the opportunity to offer comments and recommendations on the University Transfer and Associate Degree program at VCC. Overall, we found that the program is being delivered and managed effectively. The breadth, depth and detail of consideration in the Self-Study Report demonstrate a strong shared commitment by faculty, staff and administration to examine carefully all aspects of the program, and look for ways to improve, evolve and grow.

We would like to thank the members of the steering committee for the University Transfer Renewal at VCC for the great work that they did in researching and compiling the Self-Study Report, answering questions and providing resources at all stages of our review, and providing a very welcoming and collegial environment during the site visit.

## External Review Team Members

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### **Industry Representative *OR* Academic Representative from Post-Secondary Institution:**

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### 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	<p>Develop an overall strategy for growth of UT in the next 5-10 years, including:</p> <ol style="list-style-type: none"> <li>1. additional Associate degrees or pathways</li> <li>2. simplifying assured admission pathways to SFU</li> <li>3. adding assured admission to UBC for Engineering</li> <li>4. exploring transfer partnerships with other institutions</li> </ol>	February 2024	Dean / VP Academic: affiliation agreements	<ul style="list-style-type: none"> <li>• Strategy document written in consultation with faculty, staff, and admin.</li> <li>• SFU science pathways combined into one major and displayed accordingly on website.</li> <li>• SFU Engineering assured admission agreement updated to follow Common First-Year Engineering Curriculum.</li> <li>• Assured admission agreement with UBC in place.</li> </ul>
2	<p>Develop methods for tracking students, including:</p> <ol style="list-style-type: none"> <li>1. incentivizing enrollment into specific major</li> <li>2. studying progression of current students</li> <li>3. measuring student transfer success.</li> </ol>	September 2023	Institutional Research / Registrar's Office	<ul style="list-style-type: none"> <li>• Method for incentivizing enrollment into majors is implemented.</li> <li>• Department leaders and assistants can easily create reports to study student progression.</li> <li>• A system for tracking student transfer success is implemented.</li> </ul>



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
3	<p>Improve student communication, particularly regarding program pathways and student services:</p> <ol style="list-style-type: none"> <li>1. send automated letter to students upon application to UT</li> <li>2. simplify UT landing page on vcc.ca</li> <li>3. distribute pamphlets, posters, social media posts, and in-class outreach</li> </ol>	September 2023	<ol style="list-style-type: none"> <li>1. Registrar's Office</li> <li>2. Web Team</li> <li>3. Department Leaders / Student Service areas; Marketing to update existing bifold pamphlets</li> </ol>	<ul style="list-style-type: none"> <li>• Workflow for sending an automated letter to new UT students has been implement</li> <li>• Public-facing web traffic can easily navigate the UT landing page on vcc.ca.</li> <li>• A routine marketing strategy has been established to distribute UT program information to students.</li> </ul>
4	<p>Create an online learning strategy, including:</p> <ol style="list-style-type: none"> <li>1. establishing a standard Moodle template</li> <li>2. identifying appropriate tools for collaborating and communicating</li> <li>3. increasing capacity of faculty to use UDL format.</li> </ol>	February 2024	<p>CTLR Disability Services Faculty AD/PD time</p>	<ul style="list-style-type: none"> <li>• A standard, shared Moodle template has been established, including student service information.</li> <li>• Appropriate collaboration / communication tools have been identified, tested, and secured.</li> <li>• Faculty report having applied UDL to the delivery of classes.</li> </ul>
5	<p>Improve space utilization and student schedules by</p> <ol style="list-style-type: none"> <li>1. coordinating online and in-person days within programs</li> <li>2. optimizing use of lab spaces</li> <li>3. address overcrowding in faculty offices</li> <li>4. increasing student access to CF office.</li> </ol>	<ol style="list-style-type: none"> <li>1. TBD; Dependent on student tracking capabilities</li> <li>2. TBD; Dependent on student tracking abilities</li> <li>3. TBD; Dependent on funding and College space use analysis</li> <li>4. February 2024</li> </ol>	<p>Room Booking / Academic Scheduling IT Facilities Capital funding</p>	<ul style="list-style-type: none"> <li>• Stakeholders report improved student access to course offerings, lab space, and the CF office.</li> <li>• All instructors have a desk and computer for their use during teaching, prep, and office hours.</li> </ul>



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
6	<p>Address ongoing safety hazards in science labs, including:</p> <ol style="list-style-type: none"> <li>1. inadequate ventilation</li> <li>2. aging furniture</li> <li>3. accessibility issues</li> </ol>	February 2024	Capital Funding / Facilities / Procurement	<ul style="list-style-type: none"> <li>• Ventilation systems have been upgraded or otherwise improved.</li> <li>• New furniture is ordered.</li> <li>• Classrooms are renovated to update equipment and improve accessibility</li> </ul>
7	<p>Work towards decolonization and Indigenization by</p> <ol style="list-style-type: none"> <li>1. encouraging faculty and staff to participate in San'yas training.</li> <li>2. offering a decolonization/Indigenization workshop series for instructors.</li> <li>3. conducting an environmental scan of existing Indigenous student-friendly practices, consult with IECE and codify as appropriate.</li> <li>4. considering how decolonial teaching practices can be implemented at the departmental level.</li> <li>5. consulting with Indigenous math, humanities and science subject matter experts on how to Indigenize our courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. By end of June 2024</li> <li>2. By end of June 2024</li> <li>3. February 2024</li> <li>4. TBD; Dependent on external resources.</li> <li>5. TBD; Dependent on external resources.</li> </ol>	IECE / SIEF and/or other funding / External SMEs	<ul style="list-style-type: none"> <li>• Faculty and staff report having completed San'yas training.</li> <li>• A workshop series on decolonization/Indigenization has been implemented for instructors.</li> <li>• A summary report on the existing Indigenous student-friendly practices within the department is included in the updated department handbook.</li> <li>• Recommendations for decolonization/Indigenization have been formalized and disseminated.</li> </ul>