VCC

Vancouver Community College Education Council
Meeting Agenda
October 8, 2024
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/61296861376

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		L. Dannhauer			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-9**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. International Enrolment Update	Info	D. Wells	10 min		
	b. English Language Proficiency Equivalencies – Composition 12	Info	D. McMullen	5 min	✓	**10-13**
	c. Program Feasibility Working Group: Executive Assistant & Medical Transcriptionist	Info	T. Rowlatt	5 min		
	d. Recommended Characteristics of Students	Info	T. Rowlatt	10 min	✓	**14-18**
	e. EdCo Elections & New Member Orientation	Info	N. Mandryk	2 min		
	f. Education Council Meeting Schedule 2025	Approval	N. Mandryk	2 min	✓	**19**
	g. EdCo Planning Day	Info	N. Mandryk	2 min		
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**					
	i. Program Name Change: Project Management Post-Degree Diploma	Approval	A. Sellwood, T. Rowlatt	5 min	✓	**20-27**
	ii. Course Updates & New Courses: LINC	Approval	T. Rowlatt	5 min	✓	**28-103**
	iii. New Courses: Visually Impaired (VOVI)	Approval	J. Corbett	5 min	✓	**104-193**

iv.	Program Update: Occupational/ Physical Therapist Assistant Diploma	Approval	T. Rowlatt	5 min	✓	**194-283**
v.	Program Update: Dental Hygiene Diploma	Approval	T. Rowlatt	5 min	✓	**284-297**
vi.	Program Update: Heavy Mechanical Technology Diploma	Info	T. Rowlatt, N. Mandryk	2 min	✓	**298**
vii.	Program Update & Final Program Approval: Optician Diploma	Approval	T. Rowlatt, R. Bennett	5 min	✓	**299-309**
b.	**Policy Committee**					
i.	Curriculum Development and Approval Policy & Procedures (410)	Approval	L. Dannhauer	5 min	✓	**310-321**
c.	**Education Quality Committee**	Info	T. Rowlatt	5 min		
8.	**RESEARCH UPDATE**	Info	A. Copp	5 min		
9.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
10.	**STUDENT REPORT**	Info	TBC	2 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		

Next meeting: November 12, 2024, 3:30–5:30 p.m.

EdCo Planning Day:
November 29, 2024

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
September 10, 2024
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	Emily Simpson	Sarah Kay
Belinda Kaplan	Heidi Parisotto	Shirley Lew
Brianna Higgins	Kseniia Osipova	Todd Rowlatt
Dave McMullen	Lisa Beveridge	Vivian Munroe
David Wells	Louise Dannhauer	
Dennis Innes	Marcus Ng	

Regrets	
Dana Valeria Rodriguez Arellano	Derek Sproston
David Kirk	Simranjot Kaur

Guests		
Adrian Lipsett	Herbie Atwal	Mari Klassen
Andrea Korens	Janet Chee	Michael Coard
Andy Sellwood	Jennifer Gossen	Nicole Degagne
Beth Beeching	Jennifer Kelly	Reza Nezami
Claire Sauvé	Jo-Ellen Zakoor	Stefan Nielsen
Daniel Lindskog Wilson	Karen Brooke	Susie Findlay
Dawn Cunningham Hall	Kirsten Hagemoen	Tannis Morgan
Heather McMullen	Laurie Vestergaard	Willy Aroca Aguirre

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- E. Simpson acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ ətaʔɬ (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 September 10, 2024 agenda as amended, with adjusted timing of items 6a) and b).

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the June 11, 2024 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Draft Institutional Guidelines on Generative AI in Teaching and Learning

- T. Morgan and E. Simpson presented VCC's [Draft Institutional Guidelines on Generative AI in Teaching and Learning](#). The guidelines were developed by a VCC working group with broad representation, drawing on guidelines of other institutions such as UBC and KPU. The document aims to guide ethical and effective use of generative AI at VCC within teaching and learning and addresses issues such as academic integrity, security, privacy and copyright, and assessments.

- Efforts to create awareness of these guidelines across the College include presentations at Leaders' Forum and School meetings, outreach to departments, CTLR workshops, and an updated AI page on the CTLR site. Due to rapid changes around AI, the guidelines are intended as a living document.

- There was a discussion about academic integrity and the importance of clear statements on AI use in course syllabi. The CTLR is available to address questions and receive feedback on the guidelines.

b) Memorandum of Understanding with Athabasca University

R. Nezami presented a Memorandum of Understanding (MOU) with Athabasca University, established by VCC's School of Trades, Technology and Design. The goal is to explore transfer options for VCC students in the Computer Systems Technology Diploma program to Athabasca University, and potentially other transfer opportunities. MOUs are presented to EdCo and the Board of Governors for information only. There was a discussion about the format and required clauses for agreements, including MOUs.

c) Concept Paper: Professional Baking & Pastry Arts Diploma

- D. Innes presented the concept paper for this new credential, which is replacing the international Dual Certificate (see item 7ai).

d) Election: Interim Education Policy Committee Chair

- S. Kay took on a new position at VCC and stepped down as Education Policy Committee Chair in August. She was thanked for chairing the committee for the last 2.5 years.

- D. McMullen conducted the election for an interim EPC chair (until December 31, 2024).

  N. Mandryk nominated L. Dannhauer. Nomination accepted.
  Second and third call for nominations: There were none.

  By acclamation, N. L. Dannhauer was announced interim Chair of Education Policy Committee.

e) EdCo Elections

- N. Mandryk announced upcoming elections to fill five faculty and four student seats on EdCo. Details and timelines will be posted on September 16.

f) Program Discontinuance: Teaching Online Certificate

MOTION: THAT Education Council recommends the Board of Governors discontinue the Teaching Online Certificate program effective January 1, 2025

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

- K. Brooke presented the proposal to discontinue the Teaching Online Certificate (TOC), which was suspended in March 2023. The TOC has not attracted sufficient enrolment to make it a viable option for the College to offer as a separate certificate program. However, TOC courses have been popular as electives in the Provincial Instructor Diploma (PIDP). Courses covering the outcomes of the TOC have been added to the Provincial Instructor Diploma program.

- While the procedures for VCC Policy 414 Suspension and/or Discontinuance of Programs specify a two-year timeline for a decision on program discontinuance, EdCo had no concerns about the shorter timeline due to unanimous support from both the dean and department.

7. **COMMITTEE REPORTS**

   a) **Curriculum Committee**

   i) **New Program: Professional Baking & Pastry Arts Diploma**

   MOTION: THAT Education Council approve, in the form presented at this meeting, the new Professional Baking & Pastry Arts Diploma program content guide and 16 new course outlines, and recommend the Board of Governors approve the credential and implementation of the new program.

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

   - D. Innes, S. Findlay and L. Vestergaard presented the proposal for the Professional Baking & Pastry Arts Diploma, which is designed to replace the international Dual Certificate offering. The proposed new program reflects all three levels of the national 3-year Baker Apprenticeship curriculum and meets SkilledTradesBC (STBC)'s requirements around technical training for bakers.

   - The new credential provides a more reliable pathway for international students to access a Post-Graduate Work Permit (PGWP). It also provides an opportunity for international students to take all three levels of technical training and pursue their Red Seal once they have completed required workplace hours. With the Dual Certificate, students only completed Level 1 and had to obtain their Permanent Residency first before they could take Apprenticeship Levels 2 and 3.

   - Some concerns were raised about the new credential related to educational quality, fairness, and reputational risk. The department clarified that content in Year 2 of the diploma is significantly leveled up from a certificate and includes in-depth study of theory and science, enabling students to adapt and create new recipes for specific dietary needs. Education Council was satisfied regarding levelling concerns and suggested acknowledging the higher level of some certificate courses by eventually re-numbering them at the 2000-level.

   - The diploma is geared towards international students, while domestic students complete an 11-month certificate in either Pastry Arts or Artisan Baking, and would not be able to continue into the diploma. However, in practice, domestic students are mostly interested in entering the workforce after completing a certificate, with the option to continue with apprenticeship training later on. While they do not receive a formal diploma, there are options for domestic students to transfer credits into a bachelor's degree. In addition, STBC has historically not supported funding for diplomas for domestic students that teach all three levels of technical training. While the School will pursue STBC support for a domestic diploma, this funding decision rests with STBC.

   - There are other examples of programs where a certificate is offered to domestic students and a diploma to international students, such as the Health Care Assistant programs, so this structure is not unprecedented at VCC.

   - Education Council unanimously agreed to support the proposal, and to provide this context for the Board of Governors. VCC will exceptionally and intentionally continue to offer certificate programs in this profession to domestic students, which best responds to their demands and training needs.

   ii) **Program Update: Sign Language Interpretation Diploma**

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

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

   - K. Hagemoen presented proposed updates to admission requirements for the Sign Language Interpretation Diploma. The rationale is that applicants often underestimate the demands of

interpreting, which requires a high level of English-language skills, cognitive processing and interpersonal skills. Proposed changes include increasing English language requirements and requiring completion of the CASPer Test, which evaluates situational judgment and is commonly used in health sciences.

- Curriculum Committee discussed the potential impacts of these changes, including on competitiveness of the program. There is very limited competition as there are only three interpreting programs nationally, with VCC being the only one in Western Canada.

iii) Program Update: American Sign Language & Deaf Studies Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the American Sign Language and Deaf Studies Certificate and 10 new course outlines; and recommend the Board of Governors approve the implementation of the significantly revised program.

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

- M. Klassen presented significant curriculum revisions following the recent program renewal. The program was aligned with the standard term structure and the credit policy: the new program is now 31.5 credits (down from 56 credits) and can be taught in two academic terms. To reduce the number of credits, content not required for students who do not wish to apply for the Sign Language Interpretation program was removed. This material will be moved into bridging courses separate from the certificate. A key goal of these changes was to make the program more accessible to different student groups.

iv) New Program: Retail & Service Careers Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the new program content guide for the Retail and Service Careers Certificate and 11 new course outlines, and recommend the Board of Governors approve the credential and implementation of the new program.

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

- B. Beeching presented the proposal for this new CACE (Community and Career Education) program designed for adults with cognitive disabilities. Based on the renewal of the Retail & Hospitality Careers Certificate and a lack of work experience opportunities in the hotel sector during the pandemic, the new program encompasses a broader range of customer service areas, while still including travel and tourism. The program includes two work experiences, followed by a "Bridging to Employment" course to reinforce students' learning, or to complete a third work experience leading to ongoing employment.

- Education Council discussed opportunities for work experiences in various fields, including in assisted living and long-term care facilities.

v) Program Update: Paralegal Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Paralegal Diploma program content guide and 32 new course outlines, and recommend the Board of Governors approve the implementation of the significantly revised program.

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

- C. Sauvé and J. Chee and presented the proposal. The program was substantially updated and restructured based on recommendations from the recent renewal, in consultation with the BC Paralegal Association and subject matter experts.

- The previous version included four separate certificates and the diploma; the new version of the diploma program includes a foundational certificate as an exit pathway and provides professional development opportunities in the form of specialization awards of achievement (a VCC micro-

credential) for the four main practice areas: Litigation, Real Estate/Conveyancing, Corporate, and Family Law/Estates. This change aligns the program with VCC's credentials policy. Course structures were standardized, and courses can be delivered online, blended, or fully face-to-face.

- The program is designed to be taken part-time, since many students are working. While there is no explicit attendance requirement, each course includes a participation component. The department is monitoring developments around AI that may impact the profession and is considering offering a related elective in the future.

vi) Program Update: Medical Laboratory Assistant Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Medical Laboratory Assistant Certificate program content guide and 11 new course outlines, and recommend the Board of Governors approve the implementation of the significantly revised program.

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

- H. McMullen presented proposed extensive program revisions based on the recent renewal. The most significant change was to extend the program duration from six to eight months, in alignment with VCC's standard term structure. Revisions include updates to the BC Society of Laboratory Sciences (BCSLS) competencies and the Canadian Society of Medical Laboratory Science (CSMLS) competencies. The department's goal is to pursue program accreditation through Accreditation Canada.

- Curriculum Committee requested minor edits to language in the admission requirements and evaluation of student learning sections, which were completed.

vii) Program Update: Pharmacy Technician Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Pharmacy Technician Certificate program content guide.

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

- T. Rowlatt presented proposed updates to program admission requirements, based on recommendations from the accreditation process. These changes align with programs at other institutions and remove barriers for mature students returning to education..

viii) Program Updates: Professional Cook 1 Plus Certificate, Professional Cook 1 Certificate (STBC Youth Cohort), Professional Cook 2 Advanced Certificate, Culinary Arts Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to four program content guides (Professional Cook 1 Plus Certificate, Professional Cook 1 Certificate (STBC Youth Cohort), Professional Cook 2 Advanced Certificate, and Culinary Arts Diploma), 16 revised and 3 new course outlines.

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

- T. Rowlatt presented the proposal. The major change involved adding explicit safety and sanitation requirements to the programs along with providing expanded information around attendance requirements. In addition, the Culinary Arts Diploma course Modern Cuisine is being split into two separate courses: Molecular Cuisine and Chefs Table Gastronomy. The goal is to enable the department to offer these courses to domestic students outside the international Culinary Arts Diploma.

ix) Program Updates: Early Childhood Care and Education Diploma, Early Childhood Care and Education Diploma (International Cohort) & Early Childhood Care and Education Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to 3 program content guides (Early Childhood Care and Education Diploma, Early Childhood Care and Education Diploma (International Cohort) & Early Childhood Care and Education Certificate), 16 revised and 3 new course outlines.

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

- T. Rowlatt reported that the Early Childhood Care and Education programs are moving from Continuing Studies to the School of Arts & Sciences. The Registrar's Office requested changing the subject code from ECCE to ECED, so new course outlines were created. There were no changes to course content. Some edits were made to the program content guides, including to standardize language in the admission requirements and evaluation of student learning sections. A note will be added to the PCGs to clarify that students will receive recognition for completing courses with the previous subject code (ECCE).

x) Program Update: Hospitality Management Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Hospitality Management Diploma including two new courses: HOSP 1365 Principles of Food Production and HOSP 1470 HR Management in Hospitality, and updates to HOSP 2360 Restaurant Operations.

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

- T. Rowlatt presented the proposal to change the level of two courses from second year to first year in the Hospitality Management Diploma, and to renumber them accordingly.

xi) Course Updates: Automotive Service Technician Harmonized Foundation Certificate (AUTO) Courses

MOTION: THAT Education Council approve, in the form presented at this meeting, 11 revised course outlines for the Automotive Service Technician Harmonized Foundation Certificate program.

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

- T. Rowlatt presented revisions to 11 courses, aligning them with the updated SkilledTradesBC program outline for the AST Harmonized Foundation Certificate. There were no changes to credits or hours, and the program content guide remained unchanged.

xii) New Courses: LINC 0623–0628

MOTION: THAT Education Council approve, in the form presented at this meeting, six new courses: LINC 0623 LINC 3 Employment Skills, LINC 0624 LINC 4 Employment Skills, LINC 0625 LINC 5 Employment Skills, LINC 0626 LINC 6 Employment Skills, LINC 0627 LINC 7 Employment Skills, and LINC 0628 LINC 8 Employment Skills.

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

- T. Rowlatt presented the proposal to split two recently approved courses (LINC 0613 LINC 3–5 Employment Skills and LINC 0616 LINC 6–8 Employment Skills) into six new courses, one for each level. This change will make it easier to track student progress and attendance, which is important for LINC student progress reports. There were no changes to content.

xiii) New Course: ACED 0760 Designing Your Life

MOTION: THAT Education Council approve, in the form presented at this meeting, the new course ACED 0760 Designing Your Life.

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

- T. Rowlatt presented the proposal for this new course in College & Career Access (CCA), which applies a design thinking approach to career and life planning.

xiv) New Course: PGMT 1100 PMP/CAPM Test Prep

MOTION: THAT Education Council approve, in the form presented at this meeting, the new course PGMT 1100 PMP/CAPM Test Prep.

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

- T. Rowlatt presented the proposal for new course PGMT 1100, which will be part of a new micro-credential: the PMP/CAPM Test Prep Award of Achievement. This offering is designed to prepare students for either the PMP (Project Management Professional) or the CAPM (Certified Associate in Project Management) certification exams. Micro-credentials don't require Education Council approval, and the Award of Achievement was presented for information only.

b) Policy Committee

- N. Mandryk reported that the Curriculum Development and Approval Policy (410) is posted for College feedback until September 25, 2024. There are several related supporting documents, including the Curriculum Delivery Framework and Exemption Request, and flowcharts for different approval pathways. These supporting documents do not require governance approval.

c) Education Quality Committee

i) Program Renewal Report & Action Plan: Visually Impaired

- T. Rowlatt presented the Visually Impaired program renewal report and commended the department for their work. The curriculum is being redesigned, and 22 new courses are coming to Curriculum Committee in September.

- EQC is working on updates to the Annual Program Review template for this year. A working group was formed to review the program and course evaluation process at VCC.

- A Feasibility Working Group will be struck for the Executive Assistant and Medical Transcriptionist Certificate programs, as per policy Suspension and/or Discontinuance of Programs (414), since the department did not agree with the dean's suspension proposal. The working group will submit a report with recommendations within 3 months.

8. CHAIR REPORT

- N. Mandryk invited members to attend the Fairness in Practice workshop on October 1, delivered specifically for VCC by the BC Ombuds office.

- The Board of Governors approved the new Clean Energy Technology Diploma at its June 2024 meeting.

9. STUDENT REPORT

- M. Ng reported on SUVCC activities during Welcome Week. Elections for the SUVCC Board of Directors are underway.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 8, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 5:23p.m.

Natasha Mandryk
Chair, VCC Education Council

INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	October 8, 2024
ISSUE:	Composition 12 added to English Language Proficiency Options

BACKGROUND:

The [English Language Proficiency Requirements](#) (ELP) page provides equivalencies for English 10 through English 12 'B' admissions requirements. Composition 12 has been added to the range of skill levels to provide an admissions option for programs that want to emphasize higher level written skills, without requiring the more comprehensive English Studies 12.

"Composition 12 is designed to support students in their refinement and pursuit of mastery of written communication. …The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness" (BC Ministry of Education, 2018).

Admissions equivalencies are established by the RO in consultation with subject matter experts in VCC's English and upgrading departments, and in consideration of other post-secondary institutions' practices.

EQUIVALENCIES:

Course-based options: The course-based options below must be completed at a recognized institution in a country that satisfies English language proficiency requirements.

Option	Grade
Bachelor's degree	Pass
3 credits undergraduate English	Pass
English Studies 12 / ABE English 12	Pass
Communications 12	Pass
[EAP Level IV](#)	Pass

VCC courses

Option	Grade
English 1 (ENGL 1100)	Pass
English (ENGL 1101 & ENGL 1001)	Pass
Communications for Health Sciences (CCAC 1084)**	Satisfactory (S)
English 12 Part 1 & 2 (ENGL 0981 & ENGL 0991)	Pass
Provincial English 12 Literature Online (ENGL 0999)	Pass
English Studies 12 with a 'C' & University Prep Writing Skills 12 (ENSK 0902)	Satisfactory (S)
Technical and Professional English 12 (ENGL 0992)	Pass
Listening and Speaking 9 & Reading and Writing 9 & ESL Experiential Learning 2 (ELSK 0915 & ELSK 0920 & ELSK 0905) [If completed before May 2023: ELSK 0915 & ELSK 0920]	Satisfactory (S)
Listening and Speaking 8 & Reading and Writing 8 & ESL Experiential Learning 1 (ELSK 0815 & ELSK 0820 & ELSK 0705) [If completed before May 2023: ELSK 0815 & ELSK 0820]	Satisfactory (S)

** CCAC 1084 is accepted for select health sciences programs only: Practical Nursing, Health Unit Coordinator, Certified Dental Assisting, Pharmacy Technician, Occupational/Physical Therapist Assistant, Medical Lab Assistant, Medical Office Assistant, and Medical Device Reprocessing Technician.

Assessment-based options: Scores on the following assessments are valid for 2 years.

Option	Scores
[VCC EAL Accuplacer](#) + [VCC EAL (ESL) Speaking Assessment](#) *(You can use this if English **is not** your first language)*	Listening: 86 Speaking: 8 Reading Skills: 102 WritePlacer EAL: 5
[VCC NG Accuplacer](#) *Not accepted for Academic Upgrading or University Transfer courses* *(You can use this if English **is** your first language)*	Reading: 250 WritePlacer: 5
[CAEL CE/CAEL Online](#) (Canadian Academic English Language Test)	**Overall: 60**
[Cambridge Assessment](#) B2 First (FCE) or C1 Advanced (CAE)	**Overall: 176**
[Duolingo Test](#) *Not accepted for Practical Nursing, Access to Practical Nursing,* *or Health Care Assistant Programs*	**Overall: 115**
[IELTS Academic/IELTS Academic Online/](#) [IELTS Academic One Skill Retake](#)	**Overall 6.5** with no band less than 6.0
[Langara (LET)](#)	**3**
[PTE Academic/PTE Academic Online (Pearson Test of English)](#)	**Overall: 56**
[TOEFL iBT/TOEFL iBT Home Edition](#)	**Overall: 80**

Other options

You may meet English language proficiency requirements if you attended an institution accredited by the Council of International Schools (CIS) or B.C. Certified Offshore Schools and you have an equivalent academic English course with the respective grade required by the program. Please contact an Academic Advisor for more information.

CONCLUSION:

Adding an equivalencies table for Composition 12 provides departments with the option to use Composition 12 as an English admissions requirement, with clear information for applicants on ways to meet the requirement. The equivalencies have been created by the RO in consultation with VCC subject matter experts, and they align with previously established equivalencies for English 10 through English Studies 12.

PREPARED BY: Dave McMullen, Registrar

DATE: October 1, 2024

REFERENCES:

British Columbia Ministry of Education. (2018). *English Language Arts 12: Composition 12*. Retrieved from https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_composition.pdf

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Proposed changes to 'Recommended Characteristics of Students'

BACKGROUND:

VCC's standard Program Content Guide (PCG) has a section titled "Recommended Characteristics of Students." The intent of this section has been to help guide students to programs they might be "well-suited" for, as well as to identify any aspects that are important for students to be aware of, but that do not qualify as admission requirements. This section is included on all program pages within the VCC.ca website, the main point of student recruitment information.

The Recommended Characteristics of Students section currently includes a wide variety of items, ranging from specific skills to personal qualities. Some examples are:

- Ability to communicate effectively in both written and spoken English
- Ability to work independently and as part of a team
- Detail-oriented
- Good eyesight and normal colour vision
- Maturity with positive self-image and high standards of personal integrity

A working group including Nigel Scott, Associate Director, Student Accessibility; Brianna Higgins, Disability Services Counsellor; Dawn Cunningham Hall, Assistant Registrar, Curriculum and Calendar; and Todd Rowlatt, Chair of Curriculum Committee, was formed in 2024 to review this section for accessibility and universal design.

DISCUSSION:

Ali Oliver, Disability Services Advisor, provided an overview of what other institutions use. She found no other institution used the phrase "Recommended Characteristics." The majority focused on industry specifics and described the details of the profession/work environment. They tended to stay away from personal qualities, though some used wording that was obviously designed to make applicants acutely aware of what they were signing up for (e.g. 'what it takes to be a [blank]). Most

focused on what students would do/achieve/learn versus what a student should "possess" in order to be successful in a program.

Ms. Oliver shared examples from Kwantlen Polytechnic University, Douglas College, University of the Fraser Valley, Camosun College, and North Island College, as well as George Brown College and Mohawk College. Wording used included: Student Profile, Who Studies, Role Descriptions and Typical Duties (focused on industry practices, not educational), or simply Program Learning Outcomes. North Island College used "To Be Successful" for their Practical Nursing program page, which was the closest to our "Recommended Characteristics" language. She noted that many post-secondary institutions' websites chose to post comprehensive videos as the first piece of information on their program pages. Most videos shared positive and encouraging content coupled with detailed descriptions of roles and work environments.

In their review, the working group noted the following key points:

1. Personal characteristics are often conflated with the skills and knowledge that students learn and develop throughout the program. For programs that lead to clear job outcomes, there is also a strong tendency to conflate employment requirements with educational ones.
2. However unintentionally, the characteristics tend to reflect a biased vision of the "ideal student." Since many of the requirements are very personal (e.g. empathetic, detail-oriented, caring, etc.), there is an inherent value judgment if the student does not see a characteristic in themselves.
3. Frequently, physical and cognitive disabilities are explicitly stated as barriers without acknowledging that there are different ways to thrive in a program or profession. This overlooks the services and accommodations that are available to students, and the institutional mandate to support learners.

The working group recommends the following:

1. Rather than focusing on personal qualities and professional requirements, this section should provide key information about the learning environment and common tasks students will encounter during the program.
2. Rename the section "Things to Consider" instead of "Recommended Characteristics."
3. On all program pages, the section should include a statement from Disability Services that informs prospective students about academic accommodations.

NEXT STEPS:

Consult more widely with department leaders, Leaders' Forum and governance. After consultation, the goal would be to request Education Council re-name the Program Content Guide "Recommended Characteristics of Students" section to "Things to Consider" and agree to guidelines that re-focus this section away from personal qualities to key information on the learning environment and common educational tasks.

APPENDIX 1: Examples of Changing "Recommended Characteristics" to "Things to Consider"

The 'Things to Consider' section should focus on key information about the learning environment and common tasks students will encounter during the program. This provides students with the opportunity to understand the learning and professional context they are entering and make informed decisions related to the program and their potential needs for academic accommodations.

This appendix explains best practice through examples. Some elements are covered in admission requirements or in other admission processes (interviews, letters, purpose statements). We acknowledge that many programs have external bodies involved in their programming that might impact what information is included.

The working group reviewed all PCGs and grouped the language used in the "Recommended Characteristics of Students" sections into three types.

Type 1 Focused on personal qualities with value-laden language. Should not be used.	• Enthusiastic, positive, optimistic attitude • Good memory • Punctual and responsible
Type 2 Can be rephrased away from personal qualities or physical abilities to focus on the learning environment or common tasks	• Normal colour vision and an eye for colour • No sensitivity or allergy to latex • Typing speed of at least 50 wpm
Type 3 Focused on the learning environment or common tasks	Students in this program may perform tasks that: • involve standing or sitting for long periods of time • use fine motor skills and coordination • involve distinguishing between colours • involve depth perception • use scents or chemicals that may aggravate respiratory or skin conditions

PROGRAM EXAMPLES

As examples to illustrate the recommendations, the working group have re-drafted "Things to Consider" for some programs (not yet agreed to by the relevant departments).

AUTO SERVICE TECHNOLOGY DIPLOMA

Current Recommended Characteristics of Students:

- Basic computer skills
- Good general health and respiratory condition

- Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program
- Ability to tolerate noise and vibration
- Mechanical aptitude and interest
- Good manual dexterity
- Good hand-eye co-ordination
- Good eyesight and normal colour vision
- Good line, form and depth perception
- Possession of valid driver's license

Things to consider:

- Students in this program may perform tasks that:
  - use scents or chemicals that may aggravate respiratory or skin conditions
  - use fine motor skills and coordination
  - require them to handle heavy parts and equipment
  - involve exposure to noise and vibration
  - involve distinguishing between colours
  - involve the use of depth perception
  - include driving vehicles (valid driver's license required)

ABE GRADUATION PROGRAM CERTIFICATE

Current Recommended Characteristics of Students:

- Ability to work independently
- Good communication skills
- Motivation and dedication to complete an academic program
- Ability to take initiative
- Ability to take responsibility for learning
- Reliability and dependability
- Respectful of others
- Ability to take directions and guidance

Things to consider:

- Students in this program may perform tasks that:
  - Involve independent work
  - Require respectful communication with others

BAKING FOUNDATION CERTIFICATE

Current Recommended Characteristics of Students:

- Basic computer and word processing skills

- Organizational and time management skills
- Enjoys working independently and in a team
- Physical condition and stamina to meet the demands of the program, including good motor skills and hand-eye coordination
- Creativity is an asset
- Applicants must be able to physically handle all wheat, dairy, egg, and nut products and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

Things to Consider

- Students in this program may perform tasks that:
  - use ingredients that may aggravate health conditions (such as nuts, wheat, eggs, etc.)
  - use fine motor skills and coordination
  - involve standing or sitting for long periods of time

SIGN LANGUAGE INTERPRETATION DIPLOMA

Current 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

Things to Consider

- Students in this program may perform tasks that require:
  - Processing information quickly
  - Using gross and fine motor skills for extended periods of time
  - Adapting to a wide variety of environments and settings

EDUCATION COUNCIL & STANDING COMMITTEES
2025 MEETING SCHEDULE - DRAFT

Education Council: generally meets on the second Tuesday of each month, 3:30–5:30 p.m.

January 14	July – No meeting
February 11	August – No meeting
March 11	September 9
April 8	October 14
May 13	November 12 - **Wednesday**
June 10	December 9

Education Policy Committee: generally meets on the first Wednesday of each month, 2:30–4:30 p.m.

January 15	July – No meeting
February 5	August 6
March 5	September 3
April 2	October 8
May 7	November 5
June 4	December 3

Curriculum Committee: generally meets on the third Tuesday of each month, 2:30–4:30 p.m.

January 21	July – No meeting
February 18	August 19
March 18	September 16
April 15	October 21
May 20	November 18
June 17	December 16

Education Quality Committee: meets on the third or fourth Wednesday of each month, 2:00–4:00 p.m.

January 29	July – No meeting
February 26	August – No meeting
March 19	September 17
April 23	October 29
May 21	November 19
June 18	December – No meeting

Last Updated: October 2, 2024

This meeting schedule is subject to change. Please check myVCC for the most up-to-date information.

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Program name change: Project Management Post-Degree Diploma (PDD)

BACKGROUND:
The Project Management department is proposing a name change of the Business and Project Management Post Degree Diploma program to Project Management Post-Degree Diploma. When the program first started in 2019, there was a significant focus on business in Canada, particularly in year 1.

As the program has changed over the years, the project management focus has expanded through both years of study. While there are still elements of business essentials, the department feels the program name should reflect the primary focus only.

DISCUSSION:
Andy Sellwood, Department Head of Project Management, presented the proposal. As this is a primarily international program, the International Education department was consulted, and there were no concerns.

The Registrar's Office took the opportunity to suggest a few minor changes to the admission requirements wording; these changes were accepted. There were no concerns about the program name change.

RECOMMENDATION:
THAT Education Council approves, in the form presented at this meeting, the revised program content guide for the Project Management Post-Degree Diploma, and recommends the Board of Governors approve the program name change.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 19, 2024

Program Change Request

Date Submitted: 08/27/24 3:32 pm

Viewing: ~~Business and~~ Project Management <u>Post-Degree</u> ~~Post Degree~~ Diploma

Last approved: 10/18/23 12:07 pm

Last edit: 09/19/24 9:55 am

Changes proposed by: asellwood

Catalog Pages Using
this Program
  Business and Project Management Post Degree Diploma

Program Name:
  ~~Business and~~ Project Management <u>Post-Degree</u> ~~Post Degree~~ Diploma

Credential Level:	Post-Degree Diploma
Effective Date:	May <u>2025</u> ~~2024~~
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Hospitality, Food Studies & Applied Business
Department	Department of Project Management (4811)
Contact(s)	

In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 08/27/24 3:37 pm Andy Sellwood (asellwood): Approved for 4811 Leader
2. 08/27/24 4:05 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/24 10:08 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Nov 28, 2018 by mheaps
2. Jan 25, 2019 by Al Petrone (apetrone)
3. Feb 4, 2019 by Nicole Degagne (ndegagne)
4. Aug 21, 2019 by Nicole Degagne (ndegagne)
5. Feb 12, 2020 by Mehran Jamshidi

(mjamshidi)
6. Jun 17, 2020 by
   Todd Rowlatt
   (trowlatt)
7. Sep 15, 2021 by
   Mehran Jamshidi
   (mjamshidi)
8. Feb 28, 2023 by
   Darija Rabadzija
   (drabadzija)
9. Mar 15, 2023 by
   Leszek Apouchtine
   (lapouchtine)
10. Oct 18, 2023 by
    Darija Rabadzija
    (drabadzija)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	604.443.8326

Program Content Guide

Purpose

This program provides international, post-degree students with the knowledge they need for a career in project management. By providing practical and experiential learning opportunities, students will learn the fundamental/foundational concepts and methodologies of project management.

35 hours from the Project Management courses may be applied towards a PMI® Project Management Professional (PMP)® or Certified Associate in Project Management (CAPM)® designation.

Admission Requirements

An ~~Successful completion of an~~ undergraduate degree from an accredited post-secondary institution, as determined by the institution ~~institution~~

~~Knowledge of English demonstrated by one of the following:~~ English Studies 12 with a minimum 'C' grade, ~~minimum 'C' grade,~~ or equivalent ~~or   English Language Proficiency at a minimum English 12 ' C' level~~

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 delivered over four academic terms, each four months long. There is one term break between terms two and three.
Maximum time to complete the program is 4 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects.
PLO #2	Manage risks to reduce project uncertainties.
PLO #3	Demonstrate project management skills to optimize project outcomes.
PLO #4	Adapt project management approaches to meet the specific needs of organizations.
PLO #5	Apply strategies for managing stakeholders' needs and expectations throughout the project lifecycle.
PLO #6	Construct comprehensive project plans that address the goals and objectives of organizations.
PLO #7	Apply critical thinking and problem-solving techniques to make sound business management decisions and recommendations.
PLO #8	Implement effective communication plans to ensure project success.
PLO #9	Utilize change management strategies to support project implementation.
PLO #10	Demonstrate ethical and professional behaviours as a project team member.
PLO #11	Communicate and contribute as a project team member to the overall success of projects.
PLO #12	Apply reflective practices to identify professional development opportunities and enhance lifelong learning.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.
Instructional activities require students to be actively engaged and collaborate with other students.

Evaluation of Student Learning

Evaluation of courses may include a combination of assignments, projects, authentic case studies, theory and/or practical exams.

To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must pass each course (minimum grade of D or 50).

In order to progress to the next term, students must obtain a minimum Weighted Grade Point Average of C or 2.00 in each term.

To qualify for graduation, students must be in good academic standing, pass all courses in the program and achieve a minimum 2.0 **Cumulative Grade Point Average** (CGPA).

Recommended Characteristics of Students

Motivated and disciplined.

Well-developed analytical and critical thinking skills.

Experienced in word processing and use of spreadsheets

Courses

Plan of Study Grid

First Year

Term One	Credits
PGMT 1001 Fundamentals of Project Management	3
PGMT 1002 Product Development and Project Scope Management	3
MGMT 1004 Business Communication	3
MGMT 1015 Applied Quantitative Skills	3
MGMT 1014 Business Management Essentials	3
Credits	15

Term Two	
PGMT 1003 Project Stakeholder and Communications Management	3
PGMT 1004 Project Schedule and Cost Management	3
PGMT 1005 Project Resource and Procurement Management	3
OPMT 1004 Logistics and Supply Chain Management	3
MGMT 1002 Introduction to Economics	3
Credits	15

Second Year

Term Three	
PGMT 2001 Project Quality and Risk Management	3
PGMT 2002 Agile Project Management	3
OPMT 1005 Process Improvement and Lean Design	3
PGMT 2003 Project Leadership and Change Management	3

MGMT 1006 Fundamentals of Marketing   3

          Credits   15

Term Four

PGMT 2020 Project Management Technology   3

PGMT 2021 Project Integration and Capstone   6

PGMT 2022 Project Contract Negotiations and Management   3

OPMT 2020 Workplace Safety and Sustainability   3

          Credits   15

          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+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass for all courses	1.00
F	0-49	Failing Grade	0.00
S	70 and above	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards..	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standing			
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.
  This change in title aligns the program more with its content and program learning outcomes. It also
  differentiates it from other business programs at the college.

Are there any
expected costs to
this proposal.
  No.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Faculty were consulted at a department meeting on August 20th, 2024.
International Education	IE approve of this change - email correspondence with Jennifer Gossen throughout July/August 2024
Registrar's Office	Dawn Cunningham Hall consulted and responded August 23rd, 2024
Other	Correspondence with Todd Rowlatt during August 2024

Additional Information

Provide any additional information if necessary.

Supporting
documentation:
  Faculty consultation Results.xlsx

Marketing Information

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

This program is for: International

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Eight revised LINC courses and new course numbers

BACKGROUND:

The LINC Department is proposing revisions to the eight main courses that cover LINC Levels 1 to 8. LINC stands for Language Instruction for Newcomers in Canada and is an immigrant settlement service program funded by the federal government.

LINC courses are required to use a portfolio-based language assessment model where students must complete 32 assessments related to the four key skills (listening, speaking, reading and writing). In practice, the department shifted over to this PBLA model several years ago but the curriculum documents were not updated at the time. The change is now being proposed.

DISCUSSION:

Maureen Kelbert, Department Head of LINC, presented the proposal. The Committee requested some changes:

- Adjusting learning outcomes to reflect the specific levels being met
- Adjusting CLO #3 in all courses to read "Demonstrate *strategic* competence in their language learning"
- Removing the explicit mention of 32 required assessments. The national program is researching whether this large number of assessments is truly required to demonstrate competence; leaving out the specific number will allow the department to react quickly to any change of requirements.

After the meeting, the Registrar's Office requested that the courses be re-numbered. The LINC courses were still using an older system that included a letter representing "half time" courses (e.g. LINC 0601H LINC 1 Half Time). New course outlines were created without the letter in the course number. The new course numbers will be effective as of May 2025, while the adjustments to the existing course outlines will take effect in January 2025.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to eight LINC course outlines: LINC 0601H to 0608H.

THAT Education Council approve, in the form presented at this meeting, eight new LINC courses: LINC 0601 to 0608.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 19, 2024

Course Change Request

Date Submitted: 08/21/24 12:50 pm

Viewing: **LINC 0601H : LINC 1 Half Time**

Last approved: 01/07/23 6:47 am

Last edit: 09/19/24 1:59 pm

Changes proposed by: mkelbert

Course Name:
   LINC 1 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/21/24 12:51 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:32 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Jan 29, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert ‑	mkelbert@vcc.ca ‑	-

Banner Course Name: LINC 1 Half Time

Subject Code: LINC - Language Instr for Newcomers

Course Number   0601H

Year of Study   English as an Additional language

Credits: 0

Bridge College Code   LT

Bridge Billing Hours   0-6

Bridge Course Level   11

Course Description:

LINC 1 is offered to ~~new immigrants and~~ Permanent Residents of <u>Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC.</u> ~~Canada.~~ Students study ~~at Canadian Language Benchmark 1 for~~ listening, speaking, reading and <u>writing skills at Canadian Language Benchmark 1.</u> ~~writing.~~ The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of <u>'real world" resources.</u> ~~'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.~~ <u>The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.</u>

Course Pre-Requisites (if applicable):

One or more Level P benchmarks as determined by a CLB placement test, ~~test or~~ a LINC assessment ~~course~~ recommendation to enter Level 1, or as per department recommendation. ~~1.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at ~~in~~ the Canadian Language Benchmark Level 1 (as per the ~~Benchmarks Document~~ current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf) ~~version. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.~~

Instructional
Strategies:
~~The~~ LINC ~~program~~ is a Portfolio-based-Language-Assessment program which uses ~~based on~~ the Canadian Language Benchmarks to assess task-based, interactive activities. ~~and is task-based and interactive.~~ The instructor uses multiple ~~mutiple~~ strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and ~~and~~ demonstrations. These strategies may ~~will~~ be both on-line and/or ~~and~~ face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = ~~Achieved~~ 70% on all assessments in ~~of 3 of~~ the portfolio in each skill (listening, speaking, reading, writing) ~~4~~ ~~Benchmarks~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Other~~	100	formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~teacher recommendation~~

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: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
Personal Information, family and friends
Coins, Bills and amounts, going to the bank
Names and Food Groups, shopping and eating out
Clothes; names and descriptions, shopping
Education, In the Classroom and Around the School, Using the Library
Everyday Living; Daily activities, pastimes and recreation
Getting Around, Places and transportation
New Country/New Culture
Social Interaction
Letter, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening

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
LINC 0623

Provide a rationale
for this proposal:

Course Change Request

Date Submitted: 08/21/24 1:02 pm

Viewing: **LINC 0602H : LINC 2 Half Time**

Last approved: 06/30/22 6:34 am

Last edit: 09/19/24 2:02 pm

Changes proposed by: mkelbert

Course Name:
  LINC 2 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: LINC (3350)

Contact(s)

Approval Path

1. 08/21/24 1:02 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:32 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Jan 29, 2022 by Nicole Degagne (ndegagne)

4. Feb 24, 2022 by
   Nicole Degagne
   (ndegagne)
5. Jun 30, 2022 by
   Nicole Degagne
   (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name: LINC 2 Half Time

Subject Code: LINC - Language Instr for Newcomers

Course Number 0602H

Year of Study English as an Additional language

Credits: 0

Bridge College Code LT

Bridge Billing Hours 0-6

Bridge Course Level 11

Course Description:

LINC 2 is offered to ~~new immigrants and~~ Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. ~~Canada.~~ Students study ~~at Canadian Language Benchmark 1 for~~ listening, speaking, reading and writing skills at Canadian Language Benchmark 2. ~~writing.~~ The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. ~~'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.~~ The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 1 benchmarks ~~Benchmarks~~ as determined by a CLB placement test, ~~test or~~ a LINC assessment recommendation to enter Level 2, a LINC course completion with recommendation to enter Level 2, or as per department recommendation. ~~recommendation to enter Level 2.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at ~~in~~ the Canadian Language Benchmark Level 2 (as per the ~~Benchmarks Document~~ current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf) ~~version. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is a Portfolio-based-Language-Assessment program which uses ~~based on~~ the Canadian Language Benchmarks to assess task-based, interactive activities. ~~and is task-based and interactive.~~ The instructor uses multiple ~~mutiple~~ strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and ~~and~~ demonstrations. These strategies may ~~will~~ be both on-line and/or ~~and~~ face-to-face.

Evaluation and Grading

- -

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = ~~Achieved~~ 70% on all assessments in ~~3 of~~ the portfolio in each skill (listening, speaking, reading, writing) ~~4 summative tests~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Quizzes/Tests~~	100 ~~25~~	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~summative listening test~~
~~Quizzes/Tests~~	~~25~~	~~summative speaking test~~
~~Quizzes/Tests~~	~~25~~	~~summative reading test~~
~~Quizzes/Tests~~	~~25~~	~~summative writing test~~

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
Personal Information, family and friends
Coins, Bills and amounts, going to the bank
Names and Food Groups, shopping and eating out
Clothes; names and descriptions, shopping
Education, In the Classroom and Around the School, Using the Library
Everyday Living; Daily activities, pastimes and recreation
Getting Around, Places and transportation
New Country/New Culture
Social Interaction
Letter, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening

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

Course Change Request

Date Submitted: 08/21/24 1:06 pm

Viewing: **LINC 0603H : LINC 3 Half Time**

Last approved: 02/24/22 5:24 am

Last edit: 09/19/24 2:04 pm

Changes proposed by: mkelbert

Course Name:
  LINC 3 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/21/24 1:06 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:46 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Jan 29, 2022 by Nicole Degagne (ndegagne)

4. Feb 24, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name: LINC 3 Half Time

Subject Code: LINC - Language Instr for Newcomers

Course Number   0603H

Year of Study   English as an Additional language

Credits: 0

Bridge College Code   LT

Bridge Billing Hours   0-6

Bridge Course Level   11

Course Description:

LINC 3 is offered to ~~new immigrants and~~ Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. ~~Canada.~~ Students study ~~at Canadian Language Benchmark 3 for~~ listening, speaking, reading and writing skills at Canadian Language Benchmark 3. ~~writing.~~ The course focuses on the development ~~Language skills are developed in a task based and interactive way making use~~ of language skills for successful participation in ~~'real life' materials and situations in the~~ community, workplace and school activities. ~~settings.~~ Students ~~The course content helps students~~ gain knowledge about ~~community resources and~~ life in Canada and ~~Canada, and helps students~~ build the confidence ~~and independence in their ability~~ to independently access community services and resources. ~~participate in Canadian society.~~ Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course. ~~Language skills are developed in a task based and interactive way making use of 'real life' materials and situations in the community, workplace and school settings.In addition, students learn to develop strategic competence in their language learning and life goals.Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.~~

Course Pre-Requisites (if applicable):

Three or more Level 2 benchmarks ~~Benchmarks~~ as determined by a CLB placement test, ~~test or~~ a LINC assessment recommendation to enter Level 3, a LINC course completion with recommendation to enter Level 3, or as per department recommendation. ~~recommendation to enter Level 3.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

        No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at ~~in~~ the Canadian Language Benchmark Level 3 (as per the ~~Benchmarks Document~~ current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf) ~~version. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is a Portfolio-based-Language-Assessment program which uses ~~based on~~ the Canadian Language Benchmarks to assess task-based, interactive activities. ~~and is task-based and interactive.~~ The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and ~~and~~ demonstrations. These strategies may ~~will~~ be both on-line and/or ~~and~~ face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in ~~3 of~~ the portfolio in each skill (listening, speaking, reading, writing) ~~4 summative tests~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Quizzes/Tests~~	100 ~~25~~	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~summative listening test~~
~~Quizzes/Tests~~	~~25~~	~~summative speaking test~~
~~Quizzes/Tests~~	~~25~~	~~summative reading test~~
~~Quizzes/Tests~~	~~25~~	~~summative writing test~~

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Seminar

Hours in Category 1:   132

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:
Canada
Clothing, shopping
Education, classroom and library
Employment, occupations, rights and safety
Food, restaurants and fast food, supermarket shopping, table talk
Getting Around, cars and drivers, places in the community, public transit
Health and Safety, 911 Emergencies, ailments and minor injuries, dentist, doctor, pharmacy
Healthy Living, fitness, sports and healthy living, hobbies, interests and pass times
Housing, dealing with landlords and neighbours, renting, shopping for household items
Money and Banking, banking and bank machines, coins, bills and amounts
Personal Information
Socializing, parties celebrations and invitations
Telephone, managing calls and messages

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

Course Change Request

Date Submitted: 08/21/24 1:10 pm

Viewing: **LINC 0604H : LINC 4 Half Time**

Last approved: 02/24/22 5:24 am

Last edit: 09/19/24 2:06 pm

Changes proposed by: mkelbert

Course Name:
  LINC 4 Half Time

Effective Date:	January 2025
School/Centre:	Arts & Sciences
Department:	LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/21/24 1:10 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:46 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Jan 29, 2022 by Nicole Degagne (ndegagne)

4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name: LINC 4 Half Time

Subject Code: LINC - Language Instr for Newcomers

Course Number   0604H

Year of Study   English as an Additional language

Credits: 0

Bridge College Code   LT

Bridge Billing Hours   0-6

Bridge Course Level   11

Course Description:

LINC 4 is offered to ~~new immigrants and~~ Permanent Residents of <u>Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC.</u> ~~Canada.~~ Students study ~~at Canadian Language Benchmark 4 for~~ listening, speaking, reading and <u>writing skills at Canadian Language Benchmark 4.</u> ~~writing.~~ <u>The course focuses on the development</u> ~~Language skills are developed in a task based and interactive way making use~~ <u>of language skills for successful participation in</u> ~~'real life' materials and situations in the~~ <u>community, workplace and school activities.</u> ~~settings.~~ <u>Students</u> ~~The course content helps students~~ gain knowledge about ~~community resources and~~ life in <u>Canada and</u> ~~Canada, and helps students~~ build <u>the</u> confidence ~~and independence in their ability~~ to <u>independently</u> access <u>community</u> services and <u>resources.</u> ~~participate in Canadian society.~~ <u>Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.</u> ~~Language skills are developed in a task based and interactive way making use of 'real life' materials and situations in the community, workplace and school settings.In addition, students learn to develop strategic competence in their language learning and life goals.Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.~~

Course Pre-Requisites (if applicable):

Three or more Level 3 benchmarks as determined by a CLB placement test, ~~test or~~ a LINC assessment recommendation to enter Level 4, a LINC course completion with recommendation to enter Level 4, or as per department recommendation. ~~recommendation to enter Level 4.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

　　　　　　　　No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at ~~in~~ the Canadian Language Benchmark Level 4 (as per the ~~Benchmarks Document~~ current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf) ~~edition. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is a Portfolio-based-Language-Assessment program which uses ~~based on~~ the Canadian Language Benchmarks to assess task-based, interactive activities. ~~and is task-based and interactive.~~ The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and ~~and~~ demonstrations. These strategies may ~~will~~ be both on-line and/or ~~and~~ face-to-face.

Evaluation and Grading

Grading System: 　　　　Satisfactory/Unsatisfactory 　　　　Passing grade:

Where S = Achieved 70% on all assessments in 3 of the portfolio in each skill (listening, speaking, reading, writing) 4 summative tests

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio Quizzes/Tests	100 25	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric summative listening test
Quizzes/Tests	25	summative speaking test
Quizzes/Tests	25	summative reading test
Quizzes/Tests	25	summative writing test

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
Canada; regions, famous Canadians, government
Canadian Culture; social conventions
Consumer Information
Education and Learning
Employment; job search, the job interview, working in Canada
Health and Safety; BC's health care system, safety at home
Housing
Media; TV, newspapers, ESL News
Travel and Transportation
Within all topics grammar is embedded and taught in context. LINC Classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition, students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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

Course Change Request

Date Submitted: 08/21/24 1:24 pm

Viewing: **LINC 0605H : LINC 5 Half Time**

Last approved: 02/24/22 5:24 am

Last edit: 09/19/24 2:08 pm

Changes proposed by: mkelbert

Course Name:
   LINC 5 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/21/24 1:24 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:46 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Jan 29, 2022 by Nicole Degagne (ndegagne)

4. Feb 24, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name: LINC 5 Half Time

Subject Code: LINC - Language Instr for Newcomers

Course Number   0605H

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 5 is offered to ~~new immigrants and~~ Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. ~~Canada.~~ Students study ~~at Canadia Language Benchmark 5 for~~ listening, speaking, reading and writing skills at Canadian Language Benchmark 5. ~~writing.~~ The course focuses on the development ~~Language kills are developed in a task based and interactive way making use~~ of language skills for successful participation in ~~'real life' materials and situations in the~~ community, workplace and school activities. ~~settings.~~ Students ~~The course content helps students~~ gain knowledge about ~~community resources and~~ life in Canada and ~~Canada, and helps students~~ build the confidence ~~and independence in their ability~~ to independently access community services and resources. ~~participate in Canadian society.~~ Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course. ~~Language kills are developed in a task based and interactive way making use of 'real life' materials and situations in the community, workplace and school settings.In addition, students learn to develop strategic competence in their language learning and life goals.Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum.~~

Course Pre-Requisites (if applicable):

Three <u>or more</u> Level 4 benchmarks as determined by a CLB placement <u>test,</u> ~~test or~~ a LINC <u>assessment recommendation to enter Level 5, a LINC</u> course completion with <u>recommendation to enter Level 5, or as per department recommendation.</u> ~~recommendation to enter Level 5.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

        No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate <u>strategic competence</u> ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing <u>at</u> ~~in~~ the Canadian Language Benchmark <u>Level 5 (as per the</u> ~~Benchmarks Document~~ <u>current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)</u> ~~edition. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is <u>a Portfolio-based-Language-Assessment program which uses</u> ~~based on~~ the Canadian Language Benchmarks <u>to assess task-based, interactive activities.</u> ~~and is task-based and interactive.~~ The instructor uses multiple strategies to achieve the learning outcomes including: <u>initial and</u> ongoing needs analysis, <u>individual and</u> group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, <u>the use of audio/computer labs,</u> videos, lectures, <u>role modelling and</u> ~~and~~ demonstrations. These strategies <u>may</u> ~~will~~ be both on-line <u>and/or</u> ~~and~~ face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in ~~3 of~~ the portfolio in each skill (listening, speaking, reading, writing) ~~4 summative tests~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Other~~	100 ~~25~~	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~summative listening test~~
~~Other~~	~~25~~	~~summative speaking test~~
~~Other~~	~~25~~	~~summative reading test~~
~~Other~~	~~25~~	~~summative writing test~~

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
British Columbia's Laws and Legal System; driving in BC, Working in BC; civil law and the courts
Canada; immigration and environment
Canadian Culture; Socializing with friends and cultural diversity
Community Services; settlement agencies, libraries and community centres
Consumerism; purchasing goods and services and resolving problems. Housing and marketing scams
Education and Learning; language learning strategies and BC's school system
Within all topics grammar is embedded and taught in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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

0623

Course Change Request

Date Submitted: 08/21/24 1:27 pm

Viewing: **LINC 0606H : LINC 6 Half Time**

Last approved: 02/26/22 4:44 am

Last edit: 09/19/24 2:11 pm

Changes proposed by: mkelbert

Course Name:
   LINC 6 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/21/24 1:28 pm
   Maureen Kelbert
   (mkelbert):
   Approved for 3350
   Leader
2. 09/04/24 12:46 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 10/01/24 12:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Apr 28, 2020 by
   Nicole Degagne
   (ndegagne)
2. May 1, 2021 by
   Nicole Degagne
   (ndegagne)
3. Feb 1, 2022 by
   Nicole Degagne
   (ndegagne)

4. Feb 26, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name: LINC 6 Half Time

Subject Code: LINC - Language Instr for Newcomers

Course Number 0606H

Year of Study English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 6 is offered to ~~new immigrants and~~ Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. ~~Canada.~~ Students study ~~at Canadian Language Benchmark 6 for~~ listening, speaking, reading and writing skills at Canadian Language Benchmark 6. ~~writing.~~ The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. ~~'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.~~ The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 5 benchmarks ~~Benchmarks~~ as determined by a CLB placement test, ~~test or~~ a LINC assessment recommendation to enter Level 6, a LINC course completion with recommendation to enter Level 6, or as per department recommendation. ~~recommendation to enter Level 6.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

~~Details of PLAR:~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate <u>strategic competence</u> ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing <u>at</u> ~~in~~ the Canadian Language Benchmark <u>Level 6 (as per the</u> ~~Benchmarks Document~~ current <u>CLB document</u> <u>https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)</u> ~~version. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is <u>a Portfolio-based-Language-Assessment program which uses</u> ~~based on~~ the Canadian Language Benchmarks <u>to assess task-based, interactive activities.</u> ~~and is task-based and interactive.~~ The instructor uses multiple strategies to achieve the learning outcomes including: <u>initial and</u> ongoing needs analysis, <u>individual and</u> group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, <u>the use of audio/computer labs,</u> videos, lectures, <u>role modelling and</u> ~~and~~ demonstrations. These strategies <u>may</u> ~~can~~ be both on-line <u>and/or</u> ~~and~~ face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

<u>Where S = Achieved 70% on all assessments in the portfolio in each skill (listening, speaking, reading, writing)</u> ~~Where S = Benchmark Completion~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Other~~	100 ~~25~~	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~summative listening test~~
~~Other~~	~~25~~	~~summative speaking test~~
~~Other~~	~~25~~	~~summative reading test~~
~~Other~~	~~25~~	~~summative writing test~~

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
BC's laws and legal system; criminal law and civil law and the court
Health and Safety; BC's healthcare system
Community Service
Money Matters
Canada; citizenship
Canadian Culture
Consumerism
Education and Learning
Employment; job interviews, workplace communications
Family and Relationships
Travel and Transportation
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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

Course Change Request

Date Submitted: 08/21/24 1:32 pm

Viewing: **LINC 0607H : LINC 7 Half Time**

Last approved: 02/24/22 5:24 am

Last edit: 09/19/24 2:13 pm

Changes proposed by: mkelbert

Course Name:
  LINC 7 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/21/24 1:32 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:46 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Feb 1, 2022 by Nicole Degagne (ndegagne)

4. Feb 24, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name:	LINC 7 Half Time
Subject Code:	LINC - Language Instr for Newcomers
Course Number	0607H
Year of Study	English as an Additional language
Credits:	0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 7 is offered to ~~new immigrants and~~ Permanent Residents of <u>Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC.</u> ~~Canada.~~ Students study ~~at Canadian Language Benchmark 7 for~~ listening, speaking, reading and <u>writing skills at Canadian Language Benchmark 7.</u> ~~writing.~~ The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of <u>'real world" resources.</u> ~~'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.~~ <u>The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.</u>

Course Pre-Requisites (if applicable):

Three <u>or more</u> Level 6 <u>benchmarks</u> ~~Benchmarks~~ as determined by a CLB placement <u>test,</u> ~~test or~~ a LINC <u>assessment recommendation to enter Level 7, a LINC</u> course completion with <u>recommendation to enter Level 7, or as per department recommendation.</u> ~~recommendation to enter Level 7.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at ~~in~~ the Canadian Language Benchmark Level 7 (as per the ~~Benchmarks Document~~ current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf) version. ~~http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is a Portfolio-based-Language-Assessment program which uses ~~based on~~ the Canadian Language Benchmarks to assess task-based, interactive activities. ~~and is task-based and interactive.~~ The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and ~~and~~ demonstrations. These strategies may ~~will~~ be both on-line and/or ~~and~~ face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in ~~3 of~~ the portfolio in each skill (listening, speaking, reading, writing) ~~4 summative tests~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Other~~	100 ~~25~~	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~summative listening test~~
~~Other~~	~~25~~	~~summative speaking test~~
~~Other~~	~~25~~	~~summative reading test~~
~~Other~~	~~25~~	~~summative writing test~~

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
Body and Mind
Employment and Workplace
Immigration and Multiculturalism
Family and Relationships
Education and Training
Human Rights and the Law
Indigenous Aboriginal Communities
Science, Technology and Environment
History and Geography of Canada
Business and Consumerism
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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
0603

Course Change Request

Date Submitted: 08/21/24 1:36 pm

Viewing: **LINC 0608H : LINC 8 Half Time**

Last approved: 02/24/22 5:24 am

Last edit: 09/19/24 2:16 pm

Changes proposed by: mkelbert

Course Name:
  LINC 8 Half Time

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Approval Path

1. 08/21/24 1:36 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/04/24 12:47 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 28, 2020 by Nicole Degagne (ndegagne)
2. May 1, 2021 by Nicole Degagne (ndegagne)
3. Feb 1, 2022 by Nicole Degagne (ndegagne)

4. Feb 24, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Maureen Kelbert -	mkelbert@vcc.ca -	-

Banner Course Name:	LINC 8 Half Time
Subject Code:	LINC - Language Instr for Newcomers
Course Number	0608H
Year of Study	English as an Additional language
Credits:	0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 8 is offered to ~~new immigrants and~~ Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. ~~Canada.~~ Students study ~~at Canadian Language Benchmark 8 for~~ listening, speaking, reading and writing skills at Canadian Language Benchmark 8. ~~writing.~~ The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. ~~'real' life materials and situations, to ensure learning encompasses socio-cultural understandings and is relevant to the lives of the students and situations they may encounter.~~ The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 7 benchmarks ~~Benchmarks~~ as determined by a CLB placement test, ~~test or~~ a LINC assessment recommendation to enter Level 8, a LINC course completion with recommendation to enter Level 8, or as per department recommendation. ~~recommendation to enter Level 8.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence ~~competency~~ in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at ~~in~~ the Canadian Language Benchmark Level 8 (as per the ~~Benchmarks Document~~ current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf) ~~version. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.~~

Instructional
Strategies:

~~The~~ LINC ~~program~~ is a Portfolio-based-Language-Assessment program which uses ~~based on~~ the Canadian Language Benchmarks to assess task-based, interactive activities. ~~and is task-based and interactive.~~ The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, ~~using audio/computer labs,~~ coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and ~~and~~ demonstrations. These strategies may ~~will~~ be both on-line and/or ~~and~~ face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in ~~3 of~~ the portfolio in each skill (listening, speaking, reading, writing) ~~4 summative tests~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio ~~Other~~	100 ~~25~~	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric ~~summative listening test~~
~~Other~~	~~25~~	~~summative speaking test~~
~~Other~~	~~25~~	~~summative reading test~~
~~Other~~	~~25~~	~~summative writing test~~

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
The Media
Career and Personal Planning
Sustaining Canadian Communities
Interpersonal and Group Dynamics
Lifelong Learning
Justice and the Courts
Global Communities
Ecology and Climate Change
Governance and Citizenship
Taxes and Finance
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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

0623

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:13 pm

Viewing: **LINC 0601 : LINC 1**

Last edit: 09/19/24 4:20 pm

Changes proposed by: drabadzija

Course Name:
LINC 1

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: LINC (3350)

Contact(s)

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course Name: LINC 1

Subject Code: LINC - Language Instr for Newcomers

Course Number 0601

Year of Study English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 1 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 1. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

One or more Level P benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 1, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 1 (as per the current CLB document

Upon successful completion of this course, students will be able to:
https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in the portfolio in each skill (listening, speaking, reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
Personal Information, family and friends
Coins, Bills and amounts, going to the bank
Names and Food Groups, shopping and eating out
Clothes; names and descriptions, shopping
Education, In the Classroom and Around the School, Using the Library
Everyday Living; Daily activities, pastimes and recreation
Getting Around, Places and transportation
New Country/New Culture
Social Interaction
Letter, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening

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

Primary Proposal

Provide a rationale for this proposal:

Creating new course numbers for LINC courses without "H" (for half-time) as part of the course number.

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

Consultations

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

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:15 pm

Viewing: **LINC 0602 : LINC 2**

Last edit: 09/19/24 4:15 pm

Changes proposed by: drabadzija

Course Name:
  LINC 2

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Approval Path

1. 09/19/24 4:29 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/23/24 9:41 am Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course Name: LINC 2

Subject Code: LINC - Language Instr for Newcomers

Course Number   0602

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 2 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 2. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 1 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 2, a LINC course completion with recommendation to enter Level 2, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 2 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
Where S = Achieved 70% on all
assessments in the portfolio in
each skill (listening, speaking,
reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 132

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:
Personal Information, family and friends
Coins, Bills and amounts, going to the bank
Names and Food Groups, shopping and eating out
Clothes; names and descriptions, shopping
Education, In the Classroom and Around the School, Using the Library
Everyday Living; Daily activities, pastimes and recreation
Getting Around, Places and transportation
New Country/New Culture
Social Interaction
Letter, numbers - cardinal and ordinal, calendar, weather/seasons, colours, money - prices, time - am/pm, time periods - morning/afternoon/evening

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

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:17 pm

Viewing: **LINC 0603 : LINC 3**

Last edit: 09/19/24 4:17 pm

Changes proposed by: drabadzija

Course Name:
  LINC 3

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Approval Path

1. 09/19/24 4:29 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/23/24 9:41 am Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course Name: LINC 3

Subject Code: LINC - Language Instr for Newcomers

Course Number   0603

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 3 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 3. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 2 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 3, a LINC course completion with recommendation to enter Level 3, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 3 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
Where S = Achieved 70% on all
assessments in the portfolio in
each skill (listening, speaking,
reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

   Seminar

Hours in Category 1:   132

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:
Canada
Clothing, shopping
Education, classroom and library
Employment, occupations, rights and safety
Food, restaurants and fast food, supermarket shopping, table talk
Getting Around, cars and drivers, places in the community, public transit
Health and Safety, 911 Emergencies, ailments and minor injuries, dentist, doctor, pharmacy
Healthy Living, fitness, sports and healthy living, hobbies, interests and pass times
Housing, dealing with landlords and neighbours, renting, shopping for household items
Money and Banking, banking and bank machines, coins, bills and amounts
Personal Information
Socializing, parties celebrations and invitations
Telephone, managing calls and messages

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:18 pm

Viewing: **LINC 0604 : LINC 4**

Last edit: 09/19/24 4:18 pm

Changes proposed by: drabadzija

Course Name:
  LINC 4

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: LINC (3350)

Contact(s)

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course Name: LINC 4

Subject Code: LINC - Language Instr for Newcomers

Course Number   0604

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 4 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 4. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 3 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 4, a LINC course completion with recommendation to enter Level 4, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                        No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 4 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in the portfolio in each skill (listening, speaking, reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

   Seminar

Hours in Category 1:   132

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:
Canada; regions, famous Canadians, government
Canadian Culture; social conventions
Consumer Information
Education and Learning
Employment; job search, the job interview, working in Canada
Health and Safety; BC's health care system, safety at home
Housing
Media; TV, newspapers, ESL News
Travel and Transportation
Within all topics grammar is embedded and taught in context. LINC Classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition, students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:21 pm

Viewing: **LINC 0605 : LINC 5**

Last edit: 09/19/24 4:21 pm
Changes proposed by: drabadzija

Course Name:
  LINC 5

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow
1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path
1. 09/19/24 4:29 pm Maureen Kelbert (mkelbert): Approved for 3350 Leader
2. 09/23/24 9:41 am Shirley Lew (slew): Approved for SAS Dean
3. 10/01/24 12:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course Name: LINC 5

Subject Code: LINC - Language Instr for Newcomers

Course Number   0605

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 5 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 5. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 4 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 5, a LINC course completion with recommendation to enter Level 5, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                      No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 5 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in the portfolio in each skill (listening, speaking, reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   132

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:
British Columbia's Laws and Legal System; driving in BC, Working in BC; civil law and the courts
Canada; immigration and environment
Canadian Culture; Socializing with friends and cultural diversity
Community Services; settlement agencies, libraries and community centres
Consumerism; purchasing goods and services and resolving problems. Housing and marketing scams
Education and Learning; language learning strategies and BC's school system
Within all topics grammar is embedded and taught in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:22 pm

Viewing: **LINC 0606 : LINC 6**

Last edit: 09/19/24 4:22 pm

Changes proposed by: drabadzija

Course Name:
 LINC 6

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Approval Path

1. 09/19/24 4:29 pm
   Maureen Kelbert
   (mkelbert):
   Approved for 3350
   Leader
2. 09/23/24 9:48 am
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 10/01/24 12:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course
Name: LINC 6

Subject Code: LINC - Language Instr for Newcomers

Course Number   0606

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 6 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 6. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 5 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 6, a LINC course completion with recommendation to enter Level 6, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

Upon successful completion of this course, students will be able to:	
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 6 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
Where S = Achieved 70% on all
assessments in the portfolio in
each skill (listening, speaking,
reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

   Seminar

Hours in Category 1:   132

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:
BC's laws and legal system; criminal law and civil law and the court
Health and Safety; BC's healthcare system
Community Service
Money Matters
Canada; citizenship
Canadian Culture
Consumerism
Education and Learning
Employment; job interviews, workplace communications
Family and Relationships
Travel and Transportation
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their

Course Topics:
new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

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

LINC 0601

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:23 pm

Viewing: **LINC 0607 : LINC 7**

Last edit: 09/19/24 4:23 pm

Changes proposed by: drabadzija

Course Name:
 LINC 7

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Approval Path

1. 09/19/24 4:29 pm
   Maureen Kelbert
   (mkelbert):
   Approved for 3350
   Leader
2. 09/23/24 9:48 am
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 10/01/24 12:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course   LINC 7
Name:

Subject Code: LINC - Language Instr for Newcomers

Course Number   0607

Year of Study   English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 7 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 7. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 6 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 7, a LINC course completion with recommendation to enter Level 7, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 7 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional
Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in the portfolio in each skill (listening, speaking, reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

   Seminar

Hours in Category 1:   132

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:
Body and Mind
Employment and Workplace
Immigration and Multiculturalism
Family and Relationships
Education and Training
Human Rights and the Law
Indigenous Communities
Science, Technology and Environment
History and Geography of Canada
Business and Consumerism
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

Course Change Request

New Course Proposal

Date Submitted: 09/19/24 4:24 pm

Viewing: **LINC 0608 : LINC 8**

Last edit: 09/19/24 4:24 pm

Changes proposed by: drabadzija

Course Name:
LINC 8

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Name	E-mail	Phone/Ext.
Maureen Kelbert	mkelbert@vcc.ca	-

Banner Course Name: LINC 8

Subject Code: LINC - Language Instr for Newcomers

Course Number 0608

Year of Study English as an Additional language

Credits: 0

Bridge College Code	LT
Bridge Billing Hours	0-6
Bridge Course Level	11

Course Description:

LINC 8 is offered to Permanent Residents of Canada, those with Confirmation of Permanent Resident, a Record of Landing, Notice of Decision from the Refugee Protection Division, or Letter from IRCC. Students study listening, speaking, reading and writing skills at Canadian Language Benchmark 8. The course focuses on the development of language skills for successful participation in community, workplace and school activities. Students gain knowledge about life in Canada and build the confidence to independently access community services and resources. Language skills are developed in a task based and interactive way, making use of 'real world" resources. The course also encompasses socio-cultural understandings ensuring it is relevant to the lives of the students and situations they may encounter. As LINC is Portfolio based, formative assessments are done weekly with feedback to the student throughout the course.

Course Pre-Requisites (if applicable):

Three or more Level 7 benchmarks as determined by a CLB placement test, a LINC assessment recommendation to enter Level 8, a LINC course completion with recommendation to enter Level 8, or as per department recommendation.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and access community resources and services
CLO #2	Participate in Canadian society with confidence
CLO #3	Demonstrate strategic competence in their language learning
CLO #4	Use essential skills, such as intercultural skills, working with others and following instructions

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate competencies for listening, speaking, reading and writing at the Canadian Language Benchmark Level 8 (as per the current CLB document https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf)

Instructional Strategies:

LINC is a Portfolio-based-Language-Assessment program which uses the Canadian Language Benchmarks to assess task-based, interactive activities. The instructor uses multiple strategies to achieve the learning outcomes including: initial and ongoing needs analysis, individual and group work, coaching, one-on-one consultations, the use of audio/computer labs, videos, lectures, role modelling and demonstrations. These strategies may be both on-line and/or face-to-face.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

Where S = Achieved 70% on all assessments in the portfolio in each skill (listening, speaking, reading, writing)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Formative assessments done on a weekly basis to assess achievement of task-based activity; graded using rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 132

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

    Lecture

    Online

    Seminar

Hours in Category 1:   132

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
The Media
Career and Personal Planning
Sustaining Canadian Communities
Interpersonal and Group Dynamics
Lifelong Learning
Justice and the Courts
Global Communities
Ecology and Climate Change
Governance and Citizenship
Taxes and Finance
Within all topics grammar is embedded and shown in context. LINC classes recognize that learners have diverse needs, and students undergo needs assessment in their classes to determine what the most relevant and meaningful topics are for the group. In addition students will be learning socio-cultural information about their new community. They will develop pragmatic skills that help mitigate communication breakdown and support their language acquisition.

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: 22 new course outlines for Visually Impaired

BACKGROUND:
The Visually Impaired department completed a program renewal in early 2024 that identified the need for updating and restructuring all courses in the program area. The department is proposing 22 new courses that establish clear streams for students with manageable course length to better support student success and progression.

The proposal has a Braille literacy stream of 5 courses, an iOS with VoiceOver stream of 2 courses and an assistive technology stream of 15 courses that scaffolds student learning to develop skills for personal, academic, and career needs with a major focus on the Windows and Microsoft suite of programs.

DISCUSSION:
Jennifer Corbett, Department Head of Visually Impaired, presented the proposal. The Committee had no concerns and commended the department for their clear and well-designed course outlines.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, 22 new course outlines in the Visually Impaired department.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 19, 2024

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:01 am

Viewing: **VOVI 0300 : Uncontracted UEB**

Last edit: 09/10/24 12:10 pm

Changes proposed by: sheggs

Course Name:
Uncontracted Unified English Braille (UEB)

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:11 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:21 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:22 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Uncontracted UEB

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number 0300

Year of Study Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired to learn how to read and write words and sentences using uncontracted Unified English Braille (UEB). Students will learn the letters of the alphabet, numbers, and punctuation. They will learn to read and write simple sentences and produce a set of Braille labels for their own use.

Course Pre-Requisites (if applicable):

English language proficiency at a CLB 4 level, or equivalent, or department permission; A successful interview with one or more representatives from the Visually Impaired department that will assess academic readiness, learning goals, and ability to access program materials.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read aloud words with letters A through Z in uncontracted Braille.
CLO #2	Write and spell simple words accurately using uncontracted Braille.
CLO #3	Identify numerals, symbols, and punctuation in Braille.
CLO #4	Write numerals, symbols and punctuation accurately in Braille.
CLO #5	Correctly identify Canadian paper currency.
CLO #6	Read and write simple sentences accurately in uncontracted Braille.
CLO #7	Braille one page of uncontracted double-spaced text with no more than 3 errors.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Formative assessments of writing uncontracted Braille
Quizzes/Tests	S/U	Small practical skills quizzes Production of labels
Project	S/U	Production of labels
Other	S/U	Read out loud fluently and accurately

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: 48

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:   48

Course Topics

Course Topics:
Tactual readiness
Introduction of alphabet symbols A through Z
Introduction of numeric indicator
Introduction of punctuation
Dot positioning
Methods to correct errors
Braille in non-text environments
Perkins Brailler

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

Keyboarding with Screen Reader

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:01 am

Viewing: **VOVI 0301 : Contracted UEB 1**

Last edit: 09/10/24 12:02 pm

Changes proposed by: sheggs

Course Name:

Contracted Unified English Braille 1

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:14 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:22 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Contracted UEB 1

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0301

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on skills in Uncontracted UEB to develop reading and writing skills using contracted Braille. This includes alphabetic whole words, short form words, strong words and group sign contractions. Students will learn how to translate uncontracted to contracted Braille with some contractions.

Course Pre-Requisites (if applicable):

VOVI 0300 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read aloud two pages of single-spaced contracted Braille with fluency and accuracy.
CLO #2	Respond to basic comprehension questions from contracted Braille readings.
CLO #3	Accurately translate uncontracted Braille into contracted braille.
CLO #4	Write 2 single-spaced pages, using contractions covered in this course, with no more than 3 errors per page.

Instructional Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on each item in the evaluation plan to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	S/U	2 – 3 quizzes
Assignments	S/U	Translation of uncontracted to contracted Braille
Other	S/U	Reading out loud with fluency and accuracy

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: 48

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:   48

Course Topics

Course Topics:
Alphabetic word signs
Strong word contractions
Short form words
Strong group signs

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a

Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:01 am

Viewing: **VOVI 0302 : Contracted UEB 2**

Last edit: 09/10/24 12:02 pm

Changes proposed by: sheggs

Course Name:

Contracted Unified English Braille 2

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:15 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:23 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Contracted UEB 2

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0302

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on skills in Contracted UEB 1 to develop reading and writing skills using contracted Braille. This includes all remaining contractions in Unified English Braille. Students continue to learn to translate uncontracted to contracted Braille.

Course Pre-Requisites (if applicable):

VOVI 0301 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read aloud two pages of single-spaced contracted Braille with fluency and accuracy.
CLO #2	Respond to basic comprehension questions from contracted Braille readings.
CLO #3	Accurately translate uncontracted braille into contracted braille using all contractions.
CLO #4	Write 1 single spaced page in contracted braille with no more than 3 errors per page.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan

to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	S/U	2 – 3quizzes
Assignments	S/U	Translation of uncontracted to contracted Braille
Other	S/U	Reading out loud with fluency and accuracy.

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: 48

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:   48

Course Topics

Course Topics:
Initial and final contractions
Braille attributes
Website and email addresses
Lower signs
Dot 4, 5 contractions
Dot 4, 5, 6 contractions

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
Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:02 am

Viewing: **VOVI 0311 : Uncontracted UEB R&W**

Last edit: 09/10/24 12:03 pm

Changes proposed by: sheggs

Course Name:

   Uncontracted Unified English Braille (UEB) Reading and Writing

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:13 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:24 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbettt	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Uncontracted UEB R&W

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0311

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on Uncontracted UEB and is designed for students who are blind or visually impaired. Students will build fluency and accuracy in uncontracted Braille skills by reading different texts such as poems, stories and songs. They will also practice locating information in various texts to build reading comprehension. Students will continue to develop writing skills in uncontracted Braille through short creative writing pieces.

Course Pre-Requisites (if applicable):

VOVI 0300 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read aloud one page of double-spaced uncontracted Braille with fluency and accuracy.
CLO #2	Locate information in a variety of texts in uncontracted Braille.
CLO #3	Braille uncontracted double-spaced text with no more than 3 errors, in response to various prompts.
CLO #4	Summarize a Braille short story using uncontracted Braille skills.

Instructional
Strategies:
Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Reading aloud
Other	S/U	Writing assessments
Assignments	S/U	Note taking skills assessment
Project	S/U	Story summary

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: 48

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:   48

Course Topics

Course Topics:
Reading short stories
Writing paragraphs
Note taking
Reading comprehension
Braille writing skills

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:02 am

Viewing: **VOVI 0312 : Contracted UEB R&W**

Last edit: 09/10/24 12:03 pm

Changes proposed by: sheggs

Course Name:
   Contracted Unified English Braille Reading and Writing

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:17 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:24 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Contracted UEB R&W

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0312

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on Contracted UEB 1 and Contracted UEB 2 and is designed for students who are blind or visually impaired. Students will build fluency in contracted Braille skills by reading different texts such as poems, stories and songs. They will also practice locating information in various texts to build reading comprehension. Students will continue to develop writing skills in contracted Braille through writing short pieces.

Course Pre-Requisites (if applicable):

VOVI 0302 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Confidently read out loud one page of single-spaced contracted Braille with fluency and accuracy.
CLO #2	Locate information in a variety of texts in contracted Braille.
CLO #3	Braille contracted single-spaced text with no more than 3 errors, in response to various prompts.
CLO #4	Summarize a Braille short story using contracted Braille skills.

Instructional Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on each item in the evaluation plan to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Reading aloud
Other	S/U	Writing assessments
Assignments	S/U	Note taking skills assessment
Project	S/U	Story summary

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: 48

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:   48

Course Topics

Course Topics:
Reading short stories
Writing paragraphs
Note taking
Reading comprehension
Braille writing skills

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:02 am

Viewing: **VOVI 0700 : Keyboarding with Screen Reader**

Last edit: 09/10/24 12:10 pm

Changes proposed by: sheggs

Course Name:

Keyboarding with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Keyboarding with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0700

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed to meet the needs of students who are blind or visually impaired. Students will develop accurate touch-typing skills with screen reader feedback. This course will support further success with other courses in the Visually Impaired program by teaching the student to efficiently locate the keys needed for all commands used on a PC with screen reader.

Course Pre-Requisites (if applicable):

Composition 10, or equivalent, or department permission; A successful interview with one or more representatives from the Visually Impaired department that will assess academic readiness, learning goals, and ability to access program materials.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use screen reader and correct finger position to touch type on a qwerty keyboard with 97% accuracy
CLO #2	Recognize the relationship between the screen reader and curser
CLO #3	Interact with Windows controls
CLO #4	Identify correct ergonomics for keyboarding

Instructional
Strategies:

Self-paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

    Student must get an S on each
    item in the evaluation plan to
    receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	S/U	Lesson quizzes: typing and interacting with Windows controls (must obtain accuracy of 97% on each lesson)

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: 48

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:   48

Course Topics

Course Topics:
Introduction to correct posture, ergonomics, and finger positioning
Arrow keys
Home row, enter key and spacebar
Escape and tab keys
Alphanumeric keys and punctuation
Backspace, insert, delete, and function keys
Home, end, page up, page down keys
Shifted keys
Numeric keypad

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

Primary Proposal

Provide a rationale
for this proposal:

Following the Visually Impaired program renewal completed in early 2024, the department identified the need to update several course outlines with respect to learning outcomes and evaluation plans, add pre-requisites and break down courses into two smaller parts to better support student success. This area previously offered 20 courses in the streams of Braille literacy, assistive technology and EAL literacy. Many of these courses had outdated evaluation plans or were inherited courses (such as the COMP courses) that were never created to reflect the focus on assistive technology.

These are being replaced by 22 courses, with a Braille literacy stream of 5 courses, an iOS with VoiceOver stream of 2 courses, and an assistive tech stream of 15 courses that scaffolds student learning to develop skills for personal, academic and career needs with a major focus on Windows and the Microsoft suite.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Reviewed by Manager of Indigenous Education Initiatives. Feedback was that courses were well organized and laid out. No suggestions for change. IA's helped with developing course learning outcomes, evaluation plan etc.
Registrar's Office	Several emails with Dawn starting in July 2024 discussing and agreeing upon course pre-requisites, PLAR, course names/numbers, term length/offerings, level of study, etc.
Advising & Recruitment	Sent email asking for feedback 24-07-22, no feedback given.
Assessment Centre	Assessment Centre advised the VI Dept on the process for English assessment and accomodations.
Disability Services	Sent email asking for feedback 24-07-22, no feedback given.
Financial Aid	Sent email asking for feedback 24-07-22, no feedback given.
Indigenous Education & Community Engagement (IECE)	
Other Department(s)	Sent email to LINC dept 24-07-22, no feedback given.
Faculty/Department	The department worked together in a weeklong sprint in June to revise/develop all these new course outlines.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:02 am

Viewing: **VOVI 0705 : Editing with Screen Reader**

Last edit: 08/29/24 1:43 pm

Changes proposed by: sheggs

Course Name:

Editing with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 1:44 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:25 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Editing with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0705

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on the skill learned in Keyboarding with Screen Reader and helps students who are blind or visually impaired to read course materials and perform text editing with a screen reader. This course will support further success with other courses in the Visually Impaired program by teaching them the skills needed to read their textbooks, take notes, write and review assignments, and correct mistakes.

Course Pre-Requisites (if applicable):

VOVI 0700 or departmental permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use basic screen reader and Windows commands to access screen information
CLO #2	Use the keyboard to perform basic editing functions
CLO #3	Create and edit notes using a text editor
CLO #4	Open and save a text document using screen reader
CLO #5	Use keyboard with screen reader to navigate and read a document

Instructional Strategies:

Self-paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

    70% - Student must get an S on
    each item in the evaluation plan
    to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of textbook navigating and finding information.
Assignments	S/U	Demonstration of creating, editing and saving notes.
Assignments	S/U	Open/read textbook and simultaneously take notes.

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: 48

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:   48

Course Topics

Course Topics:
Basic Windows and screen reader commands – open and save, application switching
Basic editing using the keyboard
Select text
Cut, copy, past text
Undo, redo
Browser quick keys
Navigating a text document

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:03 am

Viewing: **VOVI 0740 : Windows 1 with JAWS**

Last edit: 08/29/24 1:45 pm

Changes proposed by: sheggs

Course Name:
  Windows 1 with JAWS

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 1:47 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:26 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	779 997-5956

Banner Course Name: Windows 1 with JAWS

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0740

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students who are blind or visually impaired with the basic knowledge and skills to use computer applications in Microsoft Windows with JAWS screen reader. Students will work with the Windows desktop, application windows, notification area and the taskbar. They will learn to navigate drives and folders, and find, copy, move and delete files. Students will also explore basic JAWS settings.

Course Pre-Requisites (if applicable):

VOVI 0705 or departmental permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate the desktop, start menu, taskbar, and notification area
CLO #2	Open and move between applications
CLO #3	Read texts with JAWS
CLO #4	Use a dialogue box and controls
CLO #5	Navigate file explorer to search, open, copy, and move files and folders
CLO #6	Customize JAWS settings such as speech rate, voice profile, and typing echo
CLO #7	Access information through JAWS help
CLO #8	Use JAWS cursor to explore and review screen

Instructional
Strategies:

Self-paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  70% - Student must get an S on

  each item in the evaluation plan

  to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course concepts
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Device orientation
Desktop, start menu, taskbar, and notification area
Windows commands
JAWS commands
Search, open, copy, and move files and folders
JAWS settings: speech rate, voice profile, and typing echo
JAWS help
JAWS cursor

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:03 am

Viewing: **VOVI 0741 : Windows 1 with NVDA**

Last edit: 08/29/24 1:48 pm

Changes proposed by: sheggs

Course Name:
  Windows 1 with NVDA

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 1:49 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:27 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Windows 1 with NVDA

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0741

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students who are blind or visually impaired with the basic knowledge and skills to use computer applications in Microsoft Windows with NVDA screen reader. Students will work with the Windows desktop, application windows, notification area and the taskbar. They will learn to navigate drives and folders, and find, copy, move and delete files. Students will also explore basic NVDA settings.

Course Pre-Requisites (if applicable):

VOVI 0705 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate the desktop, start menu, taskbar, and notification area
CLO #2	Open and move between applications
CLO #3	Read texts with NVDA
CLO #4	Use a dialogue box and controls
CLO #5	Navigate file explorer to search, open, copy, and move files and folders
CLO #6	Customize NVDA settings such as speech rate, voice settings, and typing echo
CLO #7	Access information through NVDA help
CLO #8	Use NVDA cursors to explore and review screen

Instructional
Strategies:

Self-paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course concepts
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Device orientation
Desktop, start menu, taskbar, and notification area
Windows commands
NVDA commands
Search, open, copy, and move files and folders
NVDA settings: speech rate, voice setting, and typing echo
NVDA help
NVDA review cursor

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:03 am

Viewing: **VOVI 0742 : Windows 2 with Screen Reader**

Last edit: 08/28/24 9:03 am

Changes proposed by: sheggs

Course Name:

Windows 2 with Screen Reader

Effective Date:	May 2025
School/Centre:	Arts & Sciences
Department:	Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name:	Windows 2 with Screen Reader
Subject Code:	VOVI - Visually Impaired Adult Prgm
Course Number	0742
Year of Study	Post-secondary Preparatory
Credits:	0

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/29/24 1:50 pm
   Jennifer Corbett
   (jcorbett): Approved
   for 1901 Leader
2. 09/04/24 12:27 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 09/19/24 10:23 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on Windows 1 with JAWS or NVDA. It provides students who are blind or visually impaired with intermediate knowledge and skills to use Microsoft Windows with a screen reader. Students will learn to navigate and use settings, customize some aspects of Windows, and practice computer maintenance tasks.

Course Pre-Requisites (if applicable):

VOVI 0740, or VOVI 0741, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Customize desktop, start menu and taskbar.
CLO #2	Create virtual desktops and navigate between them.
CLO #3	Customize file explorer.
CLO #4	Manage recycle bin and restore files.
CLO #5	Perform maintenance tasks such as file backup, defragmenting, and disk cleanup.
CLO #6	Navigate Windows settings.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

    70% - Student must get an S on

    each item in the evaluation plan

    to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course concepts
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Customizing desktop, start menu and taskbar
Virtual desktops
Customizing views in file explorer
Recycle bin
Device maintenance (e.g., file backup, defragmenting, disk cleanup)
Windows settings

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

Keyboarding with Screen Reader

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:04 am

Viewing: VOVI 0751 : iOS 1 with VoiceOver

Last edit: 08/28/24 9:03 am

Changes proposed by: sheggs

Course Name:
  iOS 1 with VoiceOver

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/29/24 1:52 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:28 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	779 997-5956

Banner Course Name: iOS 1 with VoiceOver

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0751

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students who are blind or visually impaired to Apple's VoiceOver screen reader to access and use their iPhones, iPads or other iOS devices. Students learn to effectively navigate their devices, interact with Siri, switch between apps, manage notes, and communicate using iMessages.

Course Pre-Requisites (if applicable):

Composition 10, or equivalent, or department permission. A successful interview with one or more representatives from the Visually Impaired department that will assess academic readiness, learning goals, and ability to access program materials.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the physical characteristics and proper use and care of their devices
CLO #2	Interact with Siri
CLO #3	Use Voiceover gestures to control the functions of their devices
CLO #4	Navigate notification and control centers
CLO #5	Navigate the status bar
CLO #6	Switch between apps using the app switcher
CLO #7	Use text editing functions
CLO #8	Create, edit, and manage notes
CLO #9	Send and receive iMessages

Instructional
Strategies:

   Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

   70% - Student must get an S on
   each item in the evaluation plan
   to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Physical layout and care of your iDevice
Orientation of the touch screen
Intro to Voiceover Screen Reader
Voiceover Gestures
Onscreen keyboard
Lock Screen
Home screen
Status bar
Notification Centre, Control Center and Applications Switcher
Siri
Text field editing
iMessage

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: 08/28/24 9:04 am

Viewing: **VOVI 0752 : iOS 2 with VoiceOver**

Last edit: 08/28/24 9:04 am

Changes proposed by: sheggs

Course Name:
  iOS 2 with VoiceOver

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jorbett@vcc.ca	779 997-5956

Banner Course Name: iOS 2 with VoiceOver

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0752

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on iOS 1 with VoiceOver and helps students who are blind or visually impaired learn how to use their iPhone, iPad or other iOS device with Apple's VoiceOver for email and internet browsing. Students will learn how to navigate the Mail app to send and read emails and organize their mail. They will also learn how to share documents in various apps as well as how to use Safari features effectively for web browsing.

Course Pre-Requisites (if applicable):

VOVI 0751 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Compose and read emails using the Mail app
CLO #2	Set up email folders
CLO #3	Create, edit and review contact information
CLO #4	Share documents using email, iMessage, and Airdrop
CLO #5	Search the web and use various features in Safari (e.g., bookmarks, tabs, reading list, history)

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  70% - Student must get an S on

  each item in the evaluation plan

  to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Device Settings
Siri
Managing email
Managing contacts
Sharing documents
Safari Web Browser
Searching the web

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:05 am

Viewing: **VOVI 0761 : Browser 1 With Screen Reader**

Last edit: 08/28/24 9:05 am

Changes proposed by: sheggs

Course Name:

Browser 1 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:03 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:28 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Browser 1 With Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0761

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students who are blind or visually impaired to the fundamental skills required to browse the web. Using assistive technology, students learn to interact with webpages and download files.

Course Pre-Requisites (if applicable):

VOVI 0740, or VOVI 0741, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Connect to the Internet
CLO #2	Navigate and read webpages
CLO #3	Fill out basic web forms
CLO #4	Browse the web using links and tabs
CLO #5	Search the web
CLO #6	Locate items on a webpage
CLO #7	Download files from a webpage

Instructional Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

   70% - Student must get an S on

   each item in the evaluation plan

   to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Network and Internet connections
Reading webpages
Locating Items on a webpage
Basic webforms
Browsing using links and tabs
Internet searches
Downloading files

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:05 am

Viewing: **VOVI 0762 : Browser 2 with Screen Reader**

Last edit: 08/28/24 9:05 am

Changes proposed by: sheggs

Course Name:

   Browser 2 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

In Workflow

1. 1901 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/29/24 2:03 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:29 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Browser 2 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0762

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course, designed for students who are blind or visually impaired, builds on the skills learned in Browser 1 with Screen Reader Students are introduced to more advanced features of the browser including history, bookmarks, and settings.

Course Pre-Requisites (if applicable):

VOVI 0761 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Interact with a webpage that has advanced elements such as menus, tabs, and accordions
CLO #2	Use history to find a previously viewed webpage
CLO #3	Use history to clear data
CLO #4	Interact and fill out advanced web forms
CLO #5	Customize the browser
CLO #6	Create and manage bookmarks
CLO #7	Use place markers and custom labels to enhance navigation

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  70% - Student must get an S on

  each item in the evaluation plan

  to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:	48

Course Topics

Course Topics:
Menu's Tabs and Accordions
History Navigation
Clearing data
Advance webforms
Customize Browser
Bookmarks
Place markers and custom labels

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:05 am

Viewing: **VOVI 0811 : Outlook 1 with Screen Reader**

Last edit: 08/28/24 9:05 am

Changes proposed by: sheggs

Course Name:

   Outlook 1 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 1:55 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:30 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Outlook 1 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0811

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students who are blind or visually impaired to the fundamental skills required to use Outlook. Using assistive technology, students learn to send receive, and manage emails.

Course Pre-Requisites (if applicable):

VOVI 0740, or VOVI 0741, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate and interact with the Outlook Interface
CLO #2	Manage email communications, including sending and receiving emails
CLO #3	Send and receive file attachments
CLO #4	Organize emails with folders
CLO #5	Set message flags and reminders
CLO #6	Search for emails in their Outlook folders

Instructional Strategies:

Self paced, individualized Instruction

Evaluation and Grading

- -

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Send, receive, reply, forward emails
Folder management
Send and receive attachments
Email search
Save email drafts
Message flags
Search filters

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:05 am

Viewing: **VOVI 0812 : Outlook 2 with Screen Reader**

Last edit: 08/28/24 9:05 am

Changes proposed by: sheggs

Course Name:

   Outlook 2 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Outlook 2 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0812

Year of Study   Post-secondary Preparatory

Credits: 0

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/29/24 1:56 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:30 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course, designed for students who are blind or visually impaired, builds on the skills learned in Outlook 1 with Screen Reader. Using assistive technology, students are introduced to more advanced features of Outlook including message options, calendar features such as appointments, reminders, and tasks.

Course Pre-Requisites (if applicable):

VOVI 0811 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Customize the Outlook interface
CLO #2	Customize message and folder options
CLO #3	Proofread, format, and edit messages
CLO #4	Manage contacts list
CLO #5	Effectively use quick and auto message features
CLO #6	Manage calendar and appointments
CLO #7	Manage tasks and notes

Instructional Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

   70% - Student must get an S on

   each item in the evaluation plan

   to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:	48

Course Topics

Course Topics:
Columns, views, and sorting
Formatting and proofreading
Quick and auto text
Setting message options
Create and manage contacts
Create and manage tasks
Create and manage notes
Outlook calendar

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:06 am

Viewing: **VOVI 0821 : Word 1 with Screen Reader**

Last edit: 08/28/24 9:06 am

Changes proposed by: sheggs

Course Name:
  Word 1 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 1:57 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:30 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Word 1 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0821

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for blind and visually impaired students to interact with Word at a beginning level, using a screen reader. Students learn how to create word documents, enter and edit text, apply formatting, navigate large documents, and print documents.

Course Pre-Requisites (if applicable):

VOVI 0740, or VOVI 0741, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Creating and saving documents in Word
CLO #2	Enter and edit text in a Word document
CLO #3	Format words and paragraphs using ribbons, the font dialogue box and short cut keys.
CLO #4	Print a document.
CLO #5	Navigate large documents using screen reader tools

Instructional
Strategies:

Self paced. individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Creating a Document
Selecting and Editing
Formatting Characters
Navigating the ribbons and using access keys
Formatting Paragraphs
Move and Copy
Find and Replace
Margins and Print Options

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:06 am

Viewing: **VOVI 0822 : Word 2 with Screen Reader**

Last edit: 08/28/24 9:06 am

Changes proposed by: sheggs

Course Name:
  Word 2 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 1:58 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:31 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Word 2 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0822

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for blind and visually impaired students to interact with Word at a more advanced level, using a screen reader. Students learn to format document layout through use of features such as tables, columns, sections, headers and footers. Students will learn how to edit a document through the use of track changes and comments.

Course Pre-Requisites (if applicable):

VOVI 0821 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Format document layout in Word
CLO #2	Edit Word document using comments and track changes
CLO #3	Apply document styles using a screen reader
CLO #4	Adjust screen reader settings to announce formatting attributes

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on each item in the evaluation plan to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Sections
Styles
Columns
Headers/footers
Endnotes
Creating and navigating tables
Quick parts
Track changes
Index and Table of contents
Page numbers
Comments
Customizing the ribbon

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:06 am

Viewing: **VOVI 0831 : Excel 1 with Screen Reader**

Last edit: 08/28/24 9:06 am

Changes proposed by: sheggs

Course Name:
Excel 1 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:04 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:31 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Excel 1 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0831

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for blind and visually impaired students to interact with Excel at a beginning level using a screen reader. Students learn how to enter data and apply simple formulas in an excel worksheet.

Course Pre-Requisites (if applicable):

VOVI 0740, or VOVI 0741, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate and interact with the Excel interface
CLO #2	Create and save worksheets and workbooks
CLO #3	Navigate, read, and edit a worksheet
CLO #4	Select and modify cells, rows, and columns
CLO #5	Cut, copy, paste, and fill cells
CLO #6	Format cells
CLO #7	Use simple formulas to perform tasks such as adding, averaging, merging and separating information

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Purpose and layout of Excel
Navigating worksheets and workbooks
Ribbons
Managing cell contents
Rows and columns
Screen reader and Excel keystrokes
Enter Data into a cell including numbers, dates and times
Editing data
Introduction to formulas

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:06 am

Viewing: **VOVI 0832 : Excel 2 with Screen Reader**

Last edit: 09/11/24 9:45 am

Changes proposed by: sheggs

Course Name:
   Excel 2 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Approval Path

1. 08/29/24 2:05 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:31 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Excel 2 with Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0832

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course, designed for students who are blind or visually impaired, builds on the skills learned in Excel 1 with Screen Reader. Using assistive technology, students are introduced to more advanced features of Excel including functions, data tables, and charts.

Course Pre-Requisites (if applicable):

VOVI 0831 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use functions and formulas
CLO #2	Create and reference ranges
CLO #3	Print a worksheet
CLO #4	Use dates and times appropriately
CLO #5	Create and use comments
CLO #6	Sort and filter data
CLO #7	Create data table and perform functions with them such as filtering and sorting
CLO #8	Create and edit column, line and pie charts
CLO #9	Protect a worksheet and workbook

Instructional

Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

70% - Student must get an S on

each item in the evaluation plan

to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Functions and formulas
Ranges
Charts
Printing
Data tables: creating, sorting and filtering
Comments
Advanced date and time entry, use and formatting
Protecting a worksheet and workbook

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:06 am

Viewing: **VOVI 0841 : PowerPoint 1 w/ Screen Reader**

Last edit: 08/28/24 9:06 am

Changes proposed by: sheggs

Course Name:

PowerPoint 1 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: PowerPoint 1 w/ Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0841

Year of Study   Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for blind and visually impaired students to interact with PowerPoint at a beginning level using a screen reader. Students learn how create and present a PowerPoint slideshow.

Course Pre-Requisites (if applicable):

VOVI 0740, or VOVI 0741, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Interact with the PowerPoint interface
CLO #2	Open, create and save presentations
CLO #3	Modify and revise presentations
CLO #4	Use design templates
CLO #5	Enter text into placeholders
CLO #6	Use speakers notes
CLO #7	Present a slideshow

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:   48

Course Topics

Course Topics:
PowerPoint interface
Creating presentations
Presentation file management
Design Templates
Slide layout
Entering text
Navigating between different placeholders
Speakers notes and slide elements

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/28/24 9:07 am

Viewing: **VOVI 0842 : PowerPoint 2 w/ Screen Reader**

Last edit: 08/28/24 9:07 am

Changes proposed by: sheggs

Course Name:

PowerPoint 2 with Screen Reader

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/29/24 2:06 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 09/04/24 12:31 pm Shirley Lew (slew): Approved for SAS Dean
3. 09/19/24 10:23 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: PowerPoint 2 w/ Screen Reader

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number 0842

Year of Study Post-secondary Preparatory

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course, designed for students who are blind or visually impaired, builds on the skills learned in PowerPoint 1 w/ Screen Reader. Using assistive technology, students are introduced to more advanced features of PowerPoint including animation, graphics and transitions.

Course Pre-Requisites (if applicable):

VOVI 0841 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use themes and backgrounds
CLO #2	Manage sections
CLO #3	Apply slide transitions
CLO #4	Add graphics, audio and animations
CLO #5	Position textboxes within a slide
CLO #6	Print a presentation
CLO #7	Present a slideshow using advanced features
CLO #8	Distribute a presentation
CLO #9	Protect a PowerPoint presentation

Instructional
Strategies:

   Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

   70% - Student must get an S on

   each item in the evaluation plan

   to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Demonstration of skills
Quizzes/Tests	S/U	Lesson quizzes on course content
Project	S/U	Cumulative assignment

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: 48

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:   48

Course Topics

Course Topics:
Sections, Themes, and Backgrounds
Transitions and Animations
Audio and Graphics
Textboxes
Comments
Printing Presentations
Distributing Presentations
Slideshow Presentation
Protecting a Presentation

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

Keyboarding with Screen Reader

Provide a rationale
for this proposal:

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Revised Occupational/Physical Therapist Assistant Diploma (OPTA) program

BACKGROUND:
The OPTA department is proposing a restructured program content guide and courses for their diploma program. The primary driver for these changes is to align the program terms with the VCC academic calendar; this will provide easier student access to student aid, payment schedules and a variety of other benefits.

In addition, the program has aligned some content with national standards, particularly around the addition of cultural safety and humility practices into the learning outcomes. As a program with two aspects (both Occupational Therapy and Physical Therapy), courses were also aligned to better reflect both sides of student learning. These changes respond to feedback provided by students and external partners.

DISCUSSION:
Carmen Kimoto, Department Head of OPTA, presented the proposal. There were no major concerns as the changes were well designed and explained. The Committee had a conversation around course assessments; the assessment descriptions have been simplified from previous versions, which provided more detail around the number of quizzes or assignments within a block. The department had removed some of that detail to provide more flexibility for instructors. Ms. Kimoto did confirm that students always received a syllabus at the start of all courses that provides detailed information about assessments. The Committee accepted this rationale.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Occupational/Physical Therapist Assistant Diploma, 4 revised and 15 new course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 19, 2024

Program Change Request

Date Submitted: 08/20/24 10:58 am

Viewing: **Occupational/Physical Therapist Assistant Diploma**

Last approved: 01/29/24 12:56 pm

Last edit: 09/19/24 10:25 am

Changes proposed by: ckimoto

Catalog Pages Using
this Program
[Occupational/Physical Therapist Assistant Diploma](#)

Program Name:
   Occupational/Physical Therapist Assistant Diploma

Credential Level: Diploma

Effective Date: September 2025 ~~2024~~

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Health Sciences

Department   Occup/Physical Therapist Asst (5076)

Contact(s)

Approval Path

1. 08/20/24 11:15 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:16 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Apr 16, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Dec 11, 2019 by Nicole Degagne (ndegagne)

5. Jan 17, 2020 by Darija Rabadzija (drabadzija)
6. Mar 4, 2021 by Darija Rabadzija (drabadzija)
7. Dec 9, 2021 by Nicole Degagne (ndegagne)
8. Apr 14, 2022 by Todd Rowlatt (trowlatt)
9. Sep 14, 2022 by Carmen Kimoto (ckimoto)
10. Sep 27, 2022 by Darija Rabadzija (drabadzija)
11. Sep 27, 2022 by Darija Rabadzija (drabadzija)
12. Nov 22, 2022 by Darija Rabadzija (drabadzija)
13. Dec 15, 2022 by Nicole Degagne (ndegagne)
14. Mar 22, 2023 by Darija Rabadzija (drabadzija)
15. Dec 14, 2023 by Carmen Kimoto (ckimoto)
16. Jan 29, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090 5057

Program Content Guide

Purpose

The Occupational/Physical Therapist Assistant (Rehab Assistant) Program is designed to prepare students to work as Occupational Therapist Assistants (OTAs) and Physical Therapist Assistants (PTAs). Under the direction and supervision of an Occupational Therapist and/or Physical Therapist, graduates will provide client-centered care that promotes and maintains the physical, emotional, cognitive, mental and social well-being of clients.

Upon completion of the program, graduates will have the skills, knowledge and attitudes to work in hospitals, rehabilitation centres, continuing care facilities, the community and private practice.

Admission Requirements

Grade 12 graduation or equivalent

~~English Language Proficiency as demonstrated by one of thefollowing:~~English Studies 12 with a minimum 'B' ~~'B'~~ grade, or equivalent ~~or~~

~~English Language Proficiency at an English 12 'B' level~~Anatomy and Physiology 12 or equivalent

Attending a Program Information Session is strongly recommended.

Upon acceptance to the program:

Students in this program are required to complete a Criminal Record Check (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.

Current (within 6 months) CPR course – Health Care Provider level

Submission of a negative Tuberculosis (TB) Skin test. If the TB Skin Test is positive, proof of a negative TB chest x-ray is required. Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunization or satisfactory serum titers and TB screening.

A completed Immunization Record. Immunizations for the following are strongly recommended, and may be required for practicum placements:

Diphtheria/Pertussis/Tetanus (DPT)

Polio

Measles, Mumps, and Rubella (MMR)

Varicella (chicken pox)

Hepatitis B

Influenza (Flu vaccine) - required annually

COVID-19

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Occupational/Physical Therapist Assistant (OPTA) Program is 69 weeks in length. It consists of 5 semesters delivered over two years. Year 1 consists of Semesters 1, 2 and 3 and is scheduled from September to June. Year 2 consists of Semesters 4 and 5 and is scheduled from September to April.
Students must complete the diploma within three years of starting the program.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practise as an Occupational Therapist Assistant or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
PLO #2	Incorporate cultural safety and humility into practice by effectively engaging with diverse cultural perspectives with respect and sensitivity.
PLO #3 #2	Utilize evidence-informed rehabilitation knowledge to implement assigned Occupational Therapy or Physical Therapy interventions.
PLO #4 #3	Collaborate as a member of an interdisciplinary team within an evolving health care system.
PLO #5 #4	Contribute to the development and maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.
PLO #6 #5	Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.
PLO #7 #6	Communicate effectively, through verbal, nonverbal, written and electronic means, with clients, their families, caregivers and other interdisciplinary team members.
PLO #7	Collect client information and complete client records.
PLO #8	Develop and implement strategies to maintain and improve professional competence, through engagement and reflective practice, competence within the role of the Occupational Therapist Assistant and and Physical Therapist Assistant.
PLO #9	Promote, support and encourage health and wellness for self and others.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full-time basis only. Each semester must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program, the instructors will encourage students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, lab and clinical activities, including practicums.

Instructors promote an environment conducive to learning through activities such as lectures, pre-readings, guided discussions, debates, audio-visual presentations, group activities, projects, skill-building exercises, role rehearsals, on-line learning, site visits and simulations Students practise and develop their practical skills by practising on each other.

Evaluation of Student Learning

Theoretical knowledge is evaluated through quizzes, exams, assignments, group projects and presentations. The evaluation of clinical skills is based on practical skills assessments.
Students must achieve a minimum grade point average of 'B-' (2.67) or a grade of Satisfactory ('S') in all courses to successfully graduate, and a minimum cumulative grade point average of 'B-' (2.67) in each term to advance into subsequent terms in the program. Each semester must be successfully completed before the next one can bestarted.The passing grade for all courses is68%.Courses that include clinical skills require a passing grade of 68% for both the theoretical and clinical components of thecourse.Eligibility for the practicum courses is dependent upon the successful completion of all of the other courses within that term.
A Satisfactory grade is required for all practicumcourses.

Recommended Characteristics of Students

Ability to work with people who have physical, emotional, mental health and/or cognitive challenges
Willingness to provide physical and emotional support to clients
Ability to perform typical therapist assistant duties
Good health and physical stamina, including the ability to lift 15 kg and stand for a full workingday.Patience, empathy and a genuine interest in promoting the independence and well-being of others
Good observational and organizational skills
Ability to work independently follow instructions and in collaboration with others work as part of a team
Ability to adapt and respond appropriately to changing situations
Ability to Listen, comprehend and clearly communicate in a complex, health care environment
Mature, trustworthy, reliable and dependable
Basic computer skills – email, word processing, internet searching

Courses

Plan of Study Grid

First Year

Term One   Credits

OPTA 1131	Anatomy and Physiology for OTAs and PTAs	6
OPTA 1132	Health Care and Rehabilitation	3
OPTA 1133	Introduction to Rehabilitation Skills	5
OPTA 1134	Health Promotion and Recreation	3
OPTA 1135	Communications 1	3
OPTA 1136	Introduction to Professional Practice	1.5
	Credits	21.5

Term Two

OPTA 1231	Conditions 1	2
OPTA 1232	Physical Therapist Assistant 1	4
OPTA 1233	Occupational Therapist Assistant 1	4
OPTA 1234	Lifespan Development	3
OPTA 1235	Communications 2	2
OPTA 1236	Professional Practice 1	1.5
OPTA 1241	Musculoskeletal Conditions	3
OPTA 1242	MSK Principles and Practice - PTA	3.5
OPTA 1243	MSK Principles and Practice - OTA	3.5
OPTA 1244	Cardio-Respiratory Conditions	3
OPTA 1245	Acute Care Principles and Practice - PTA	3
OPTA 1246	Acute Care Principles and Practice - OTA	3
	Credits	22.5

Term Three

OPTA 1331	Conditions 2	3
OPTA 1332	Physical Therapist Assistant 2	2.5
OPTA 1333	Occupational Therapist Assistant 2	2.5
OPTA 1334	Professional Practice 2	1.5
OPTA 1335	Practicum 1	7
OPTA 1234	Lifespan Development	3
OPTA 1351	Group Principles and Practice - PTA	1
OPTA 1352	Group Principles and Practice - OTA	1
OPTA 1354	OPTA Practicum 1	5
OPTA 1353	Professional Practice 2 - Practicum Preparation	1
	Credits	11

Second Year

Term Four

OPTA 2431	Conditions 3	2
OPTA 2432	Physical Therapist Assistant 3	4
OPTA 2433	Occupational Therapist Assistant 3	4
OPTA 2434	Professional Practice 3	2
OPTA 2435	Practicum 2	8
OPTA 2461	Neurological and Mental Health Conditions	3

OPTA 2462	Neuro Principles and Practice - PTA	4
OPTA 2463	Neuro/Mental Health Principles and Practice - OTA	4
OPTA 2464	OPTA Practicum 2	6.5
	Credits	19.5
Term Five		
OPTA 2531	Conditions 4	2
OPTA 2532	Inter-Professional Practice	5
OPTA 2533	Professional Practice 4	4.5
OPTA 2571	Paediatric and Complex Conditions	2
OPTA 2534	OPTA Practicum 3	8
	Credits	19.5
	Total Credits	94

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		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
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA

Rationale and Consultations

Provide a rationale
for this proposal.

The OPTA program is proposing to updated the diploma program to meet several objectives: align terms with the VCC academic calendar, align content with similar programs nationally, continue to enhance indigenization of course learning objectives and content, and align content based on feedback from students and external partners.

Are there any
expected costs to
this proposal.

No changes in cost expected

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Ongoing consultation with IA in CTLR
Registrar's Office	Ongoing consultation with Registrar's office
International Education	Ongoing consultation with International Education
PAC/CEG	Ongoing consultation with PAC
Indigenous Education & Community Engagement (IECE)	Ongoing consultations with IECE
Disability Services	Ongoing consultation with Disability Services
Faculty/Department	Ongoing consultation and collaboration with faculty and department

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.

Course Change Request

Date Submitted: 08/20/24 10:13 am

Viewing: **OPTA 1234 : Lifespan Development**

Last approved: 04/15/22 5:30 am

Last edit: 08/20/24 10:13 am

Changes proposed by: ckimoto

Programs
referencing this
course

71: Occupational/Physical Therapist Assistant Diploma

Course Name:

Lifespan Development

Effective Date: September 2025

School/Centre: Health Sciences

Is this a non-credit course?

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:15 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:19 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 2, 2018 by Todd Rowlatt (trowlatt)
2. Dec 14, 2021 by Nicole Degagne (ndegagne)
3. Apr 15, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Lifespan Development

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1234

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

This course examines the developmental changes that occur across the lifespan from birth until end of life. death. Specific developmental issues that require occupational therapy and/or physical therapy are discussed as well as the physical, cognitive and psychosocial changes associated with the aging ageing process. The role of the occupational therapist assistant (OTA) and physical therapist assistant (PTA) are examined in relation to developmental issues.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe ~~Explain~~ the ~~rationale for the~~ study of human development as it relates to OTA and PTA practice
CLO #2	Describe the physical, cognitive and psychosocial changes associated with infancy and early childhood
CLO #3	Describe the physical, cognitive and psychosocial changes associated with middle childhood and adolescence
~~CLO #4~~	~~Practice strategies to facilitate effective communication when working with children and their caregivers~~
~~CLO #5~~	~~Explain the development of play from birth to adolescence~~
CLO #4 ~~#6~~	Evaluate the use of ~~Use~~ play within a rehabilitation context
CLO #5 ~~#7~~	Develop an understanding of ~~Explain~~ the relationship between parenting and childhood development
CLO #6 ~~#8~~	Describe the physical, cognitive and psychosocial changes associated with early to middle adulthood
CLO #7 ~~#9~~	Describe the physical, cognitive and psychosocial changes associated with late adulthood, including healthy aging. ~~adulthood~~
CLO #8 ~~#10~~	Explain the emotional and psychosocial changes associated with dying
CLO #9	Value the process of making decisions related to end of life planning.

Instructional Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-45 ~~50~~	Assignments ~~X 3 assignments~~

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-30 45	Quizzes/tests X 3
Exam	35-50	Exams
Participation	5	As as per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   45 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1.Overview of development across the lifespan

Course Topics:
2.Development in infancy
3.Early childhood development
4.Motor development including orthopaedic and posture development from birth to adolescence
5.Middle childhood development
6.Adolescent development
7.Communication with children and their caregivers
8.Use of therapeutic play
9.Parenting as it relates to childhood development
10.Early adulthood development
11.Middle adulthood development
12.Late adulthood development
13.Death and dying
14.Professional behavior

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
OPTA Updates

Provide a rationale
for this proposal:

Course Change Request

Date Submitted: 08/20/24 10:12 am

Viewing: **OPTA 1236 : Professional Practice 1**

Last approved: 04/15/22 5:30 am

Last edit: 08/20/24 10:12 am

Changes proposed by: ckimoto

Programs
referencing this
course
  71: Occupational/Physical Therapist Assistant Diploma

Course Name:
  Professional Practice 1

Effective Date: September 2025

School/Centre: Health Sciences

~~Is this a non-credit course?~~

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. 5076 Leader
2. SHS Dean
3. Curriculum
  Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/20/24 11:15 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader
2. 08/27/24 10:21 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 09/19/24 10:37 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Jul 4, 2018 by Todd
   Rowlatt (trowlatt)
2. Dec 14, 2021 by
   Nicole Degagne
   (ndegagne)
3. Apr 15, 2022 by
   Todd Rowlatt
   (trowlatt)

Name	**E-mail**	**Phone/Ext.**
-	-	-

Banner Course
Name: Professional Practice 1

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1236

Year of Study   1st Year Post-secondary

Credits: 1.5

Bridge College Code	CT
Bridge Billing Hours	0-1.5
Bridge Course Level	01

Course Description:

This course focuses on the knowledge and skills required by occupational therapy assistants (OTA) Occupational Therapy Assistants and physical therapy assistants (PTA) Physical Therapy Assistants in the workplace. National competencies, Other topics include informed practice, research skills, professional associations and competencies, reflective practice are examined. and an introduction to solving ethical dilemmas. Critical thinking and ethical decision making processes will also be addressed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1 ~~#2~~	Explain the role and responsibilities of the Canadian Association of Occupational Therapists and Canadian Physiotherapy Association to OTA and PTA practice.
CLO #2 ~~#1~~	Describe how the OTA and PTA national practice standards and competencies inform practice. ~~practice~~
CLO #3	Use self reflection ~~to enhance learning~~ and goal setting to enhance learning ~~OTA~~ and OTA and PTA practice. ~~practice~~
CLO #4	Describe ethical decision making processes in relation to OTA and PTA practice.
CLO #5	Describe the steps involved in academic writing. ~~writing~~
CLO #6	Explain professional behaviour as it relates to OTA and PTA practice. ~~practice~~

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions and guest speakers. Role rehearsals, reflective practice and in-class presentations will also be included.

Evaluation and Grading

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

B- (68%) ~~B- (68%) in both written and practical components of course~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40-50 ~~50~~	Assignments ~~X 4~~
Lab Work	40-50 ~~30~~	Lab work ~~as per rubric~~
~~Clinical Examination~~	~~15~~	~~skills assessment~~
Participation	5	As ~~as~~ per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

<u>Lecture</u>

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:
1.Learning objectives
2.Literature searches
3.Professional associations
4.Professional competencies
5.Ethics
Self-reflection and goal setting 6.Reflection
7.Professional behaviour

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:07 am

Viewing: **OPTA 1241 : Musculoskeletal Conditions**

Last edit: 09/18/24 10:59 am

Changes proposed by: ckimoto

Programs
referencing this
course

71: Occupational/Physical Therapist Assistant Diploma

Course Name:

  Musculoskeletal Conditions

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course
Name: Musculoskeletal Conditions

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1241

Year of Study   1st Year Post-secondary

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:15 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:22 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

Bridge College Code	CT
Bridge Billing Hours	0-2
Bridge Course Level	01

Course Description:

This course focuses on the conditions that affect the musculoskeletal system. The causes, risk factors, signs, symptoms, disease processes, and medical management of various orthopaedic conditions, including bone, joint and soft-tissue disorders are discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                    No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define key medical terms and abbreviations associated with disorders of the musculoskeletal system.
CLO #2	Describe how inflammation and tissue healing affects orthopaedic injuries.
CLO #3	Describe the cause, risk factors, types, signs, symptoms, disease processes and medical management of selected bone and joint disorders.
CLO #4	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of rheumatoid arthritis and osteoporosis.
CLO #5	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected soft tissue disorders.
CLO #6	Explain the indications, post operative protocols and rehabilitation process for joint replacement surgeries and hip fractures.

	Upon successful completion of this course, students will be able to:
CLO #7	Explain the indications, post operative protocols and rehabilitation process for knee, ankle and back surgeries.
CLO #8	Describe the types, levels, cause, risk factors, medical management and secondary complications of amputations.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning activities, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-30	Quizzes/Tests
Exam	50-65	Exams
Assignments	10-20	Assignments
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   45

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

- -

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

- -

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Medical terms and abbreviations associated with disorders of the musculoskeletal system
Inflammation and tissue healing
Bone and joint disorders
Rheumatoid arthritis and osteoporosis
Soft tissue disorders
Orthopaedic surgeries
Amputations

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

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:07 am

Viewing: **OPTA 1242 : MSK Principles & Practice PTA**

Last edit: 08/20/24 10:07 am

Changes proposed by: ckimoto

Programs
referencing this
course
    71: Occupational/Physical Therapist Assistant Diploma

Course Name:
   MSK Principles and Practice - PTA

Effective Date: September 2025

School/Centre: Health Sciences

Is this a non-credit course?

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	5057

Banner Course
Name: MSK Principles & Practice PTA

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1242

Year of Study   1st Year Post-secondary

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:15 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:23 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3.5

Bridge College Code   CT

Bridge Billing Hours   0-4

Bridge Course Level   01

Course Description:

The course focuses on the practical skills required to successfully assist the Physical Therapist and their clients with musculoskeletal conditions. The course emphasizes physiotherapy treatments and interventions to promote of functional mobility, balance and strength for clients with musculoskeletal injuries and conditions.

Course Pre-Requisites (if applicable):

OPTA 1133.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use strategies and devices to optimize functional mobility for clients with musculoskeletal injuries and conditions.
CLO #2	Apply principles of stability, balance and proprioception when assisting clients with musculoskeletal injuries and conditions.
CLO #3	Apply thermal modalities and edema management to clients with musculoskeletal injuries and conditions.
CLO #4	Demonstrate safe and effective use of physiotherapy equipment for musculoskeletal treatment and intervention.
CLO #5	Implement common musculoskeletal outcome measures.
CLO #6	Respond to changes in client status during simulated musculoskeletal treatment sessions.

	Upon successful completion of this course, students will be able to:
CLO #7	Complete accurate health record documentation based on a simulated clients treatment session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, and guest speakers. Lab activities optimize student learning of the practical skills required to work as a PTA.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
  B- (68%) in both written and
  practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	5-15	Lab work
Quizzes/Tests	40-50	Quizzes/Tests
Clinical Examination	40-50	Clinical Examinations
Participation	5	As per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
  Lecture

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   45

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Goniometry
Gait
Ambulation and ambulatory devices
Stability, balance, proprioception and core
Thermal modalities
Exercise for arthritis and osteoporosis
Edema management
Treatment of musculoskeletal injuries
Mobilization post orthopaedic surgeries
Documentation - Transfer of function

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

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:08 am

Viewing: **OPTA 1243 : MSK Principles & Practice OTA**

Last edit: 09/10/24 11:52 am

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

   MSK Principles and Practice - OTA

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	5057

Banner Course
Name: MSK Principles & Practice OTA

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1243

Year of Study   1st Year Post-secondary

Credits: 3.5

Bridge College Code	CT
Bridge Billing Hours	0-4
Bridge Course Level	01

Course Description:

The course focuses on the practical skills required to successfully assist the Occupational Therapist and their clients with musculoskeletal conditions. The course emphasizes occupational therapy treatments and interventions for clients with musculoskeletal injuries and conditions and the promotion of independent activities of daily living (ADLs) and instrumental activities of daily living (IADLs).

Course Pre-Requisites (if applicable):

OPTA 1133.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the general concepts and principles of occupational therapy in Canada.
CLO #2	Compare and contrast the remedial and compensatory approaches to occupational therapy treatment.
CLO #3	Finish and apply splints for simulated clients with musculoskeletal conditions.
CLO #4	Explain the principles of activity analysis and grading as applied in occupational therapy intervention.
CLO #5	Perform common occupational therapy treatment interventions for clients with fine motor impairment.
CLO #6	Modify wheelchairs to facilitate effective seating for clients with musculoskeletal conditions.
CLO #7	Use strategies and devices to optimize independence with ADLs and IADls in clients with musculoskeletal conditions.

	Upon successful completion of this course, students will be able to:
CLO #8	Implement common musculoskeletal outcome measures.

	Upon successful completion of this course, students will be able to:
CLO #9	Respond to changes in client status during simulated musculoskeletal treatment sessions.
CLO #10	Complete accurate health record documentation based on simulated clients' occupational therapy sessions.

Instructional Strategies:

Instructional strategies may include: Lecture, lab, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required to work as an OTA.

Evaluation and Grading

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

B- (68%) in both written and practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5-15	Assignments
Lab Work	5-10	Lab work
Quizzes/Tests	35-45	Quizzes/Tests
Clinical Examination	35-45	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   45

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
OT Principles and Concepts in Canada
Intervention approaches to OTA
Finish and apply splints for musculoskeletal conditions
Activity analysis and grading
Joint protection and energy conservation
Assistive devices
Fine motor treatment
Wheelchair positioning and adaptation
ADL strategies for musculoskeletal conditions
IADL strategies for musculoskeletal conditions
Documentation - Transfer of function

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:09 am

Viewing: **OPTA 1244 : Cardio-Respiratory Conditions**

Last edit: 08/20/24 10:09 am

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:
  Cardio-Respiratory Conditions

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course   Cardio-Respiratory Conditions
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1244

Year of Study   1st Year Post-secondary

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:15 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:24 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

Bridge College Code	CT
Bridge Billing Hours	0-2
Bridge Course Level	01

Course Description:

This course focuses on the conditions that affect the respiratory, cardiovascular and endocrine systems. The causes, risk factors, signs, symptoms, disease processes, and medical management of various conditions, including acute and chronic respiratory conditions, cardiovascular disorders and diabetes are discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define key medical terms and abbreviations associated with disorders of the respiratory system.
CLO #2	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected acute respiratory conditions.
CLO #3	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected chronic respiratory conditions.
CLO #4	Define key medical terms and abbreviations associated with disorders of the cardiovascular system.
CLO #5	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of various cardiovascular conditions.
CLO #6	Describe the cause, risk factors, signs, symptoms, disease process and medical management of lymphedema.
CLO #7	Describe the cause, risk factors, signs, symptoms, medical management, disease process and secondary complications of diabetes mellitus.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-30	Quizzes/Tests
Exam	50-65	Exams
Assignments	10-20	Assignments
Participation	5	As per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Medical terms and abbreviations associated with disorders of the respiratory system
Acute respiratory conditions
Chronic respiratory conditions
Medical terms and abbreviations associated with disorders of the cardiovascular system
Cardiovascular disorders
Lymphedema
Diabetes mellitus

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

OPTA Update

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:09 am

Viewing: **OPTA 1245 : Acute Principle & Practice PTA**

Last edit: 08/27/24 10:28 am

Changes proposed by: ckimoto

Programs
referencing this
course
  71: Occupational/Physical Therapist Assistant Diploma

Course Name:
  Acute Care Principles and Practice - PTA

Effective Date: September 2025

School/Centre: Health Sciences

Is this a non-credit course?

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	5057

Banner Course   Acute Principle & Practice PTA
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1245

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code	CT
Bridge Billing Hours	0-4
Bridge Course Level	01

Course Description:

Building on previously learned knowledge and skills this course continues to focus on the practical skills required to successfully assist the Physical Therapist and their clients in acute care settings. The course emphasizes physiotherapy treatments and interventions to promote of functional mobility, balance and strength for clients with cardiovascular and respiratory conditions, circulatory disorders within an acute care setting

Course Pre-Requisites (if applicable):

OPTA 1133.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of the physiotherapist and the physiotherapist assistant (PTA) in acute care settings
CLO #2	Perform physiotherapy treatment techniques safely for clients with cardiac conditions.
CLO #3	Perform physiotherapy treatment techniques and mobilization for post-surgery clients in an acute care setting.
CLO #4	Explain the role of the PTA in suctioning and in the management of clients with tracheostomies and ventilators.
CLO #5	Explain the role of the PTA in treatment of paediatric respiratory conditions.
CLO #6	Provide physiotherapy treatment techniques for clients with peripheral vascular disease and diabetes complications.

	Upon successful completion of this course, students will be able to:
CLO #7	Respond to changes in client status during simulated acute care treatment sessions.

	Upon successful completion of this course, students will be able to:
CLO #8	Demonstrate safe and effective use common physiotherapy equipment used in an acute care setting.
CLO #9	Implement common outcome measures used in acute care settings.
CLO #10	Complete accurate health record documentation based on a simulated physiotherapy treatment session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required to work as a PTA.

Evaluation and Grading

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

B- (68%) in both written and

practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	5-10	Lab work
Quizzes/Tests	40-50	Quizzes/tests
Clinical Examination	40-50	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Vital Signs and emergency situations
Breathing exercises
Oxygen therapy
Secretion removal
Mobilizing surgical clients
Rehabilitation post cardiac event
Pulmonary rehabilitation
Tracheostomies, suction and ventilators
General respiratory conditions
Peripheral vascular disease and diabetes

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:11 am

Viewing: **OPTA 1246 : Acute Principle & Practice OTA**

Last edit: 09/10/24 11:53 am

Changes proposed by: ckimoto

Programs
referencing this
course
[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:
   Acute Care Principles and Practice - OTA

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   Acute Principle & Practice OTA
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1246

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on previously learned knowledge and skills, this course focuses on the practical skills required to successfully assist the occupational therapist and their clients in an acute care setting. The course emphasizes occupational therapy treatments and interventions for clients to promote independent activities of daily living (ADLs) and instrumental activities of daily living (IADLs) within an acute care setting.

Course Pre-Requisites (if applicable):

OPTA 1133.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of the occupational therapist and the occupational therapist assistant in acute care settings.
CLO #2	Apply positioning devices used in acute care settings.
CLO #3	Modify wheelchairs for clients in acute care settings.
CLO #4	Respond to clients with altered mental states and challenging behaviours in acute care settings.
CLO #5	Implement common outcome measures used in acute care settings.
CLO #6	Perform compensatory and remedial treatment techniques used for clients with cognitive impairment in acute care settings.
CLO #7	Use strategies to optimize independence with ADLs and IADLs for clients in acute care settings.

	Upon successful completion of this course, students will be able to:
CLO #8	Complete accurate health record documentation based on a simulated client's occupational therapy session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required to work as a OTA.

Evaluation and Grading

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

B- (68%) in both written and

practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5-15	Assignments
Lab Work	5-20	Lab work
Quizzes/Tests	40-50	Quizzes/tests
Clinical Examination	40-50	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Occupational therapy intervention in acute care setting
Development and prevention of pressure injuries
Wheelchair positioning and adaptation
Positioning and supportive devices
Mattress basics
Managing challenging behaviours in acute care
Clients with altered mental status in acute care
ADL and IADL strategies for acute care clients

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

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:14 am

Viewing: **OPTA 1351 : Group Principles PTA**

Last edit: 09/10/24 11:54 am

Changes proposed by: ckimoto

Programs
referencing this
course

71: Occupational/Physical Therapist Assistant Diploma

Course Name:

  Group Principles and Practice - PTA

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   Group Principles PTA
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1351

Year of Study   1st Year Post-secondary

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:15 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader
2. 08/27/24 10:45 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 09/19/24 10:37 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on previously learned knowledge and skills, this course continues to focus on the practical skills required to successfully assist the Physical Therapist and their clients. This course emphasizes physiotherapy treatment and interventions in a group setting to promote balance, strength, cardio-pulmonary health and functional mobility for a wide variety of clients.

Course Pre-Requisites (if applicable):

OPTA 1242, OPTA 1245.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop and deliver physiotherapy treatment sessions, individually and with a co-leader, for a group of simulated clients with varying ages and conditions.
CLO #2	Use effective communication to educate simulated client's on correct therapy techniques.
CLO #3	Respond to the simulated client's performance within the therapeutic group session.
CLO #4	Employ strategies to enhance client motivation for participation in the therapeutic group session.
CLO #5	Respond to common challenging behaviours in groups in a professional and therapeutic manner.
CLO #6	Complete accurate health record documentation based on a physiotherapy group treatment session.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required to work as a PTA.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
  B- (68%) in both written and
  practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5-15	Assignments
Lab Work	10-20	Lab work
Clinical Examination	65-80	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 25

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
  Lecture

Hours in Category 1:   5

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

Check all that apply:
  Lab

Hours in Category 2:   20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Group planning and implementation
Considerations for leading groups for different populations
Responding to challenging behaviours
Communication in a group setting
Documentation for therapeutic groups

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

OPTA Updates

Provide a rationale
for this proposal:

Are there any

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:14 am

Viewing: **OPTA 1352 : Group Principles OTA**

Last edit: 09/10/24 11:54 am

Changes proposed by: ckimoto

Programs
referencing this
course

71: Occupational/Physical Therapist Assistant Diploma

Course Name:

  Group Principles and Practice - OTA

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course
Name: Group Principles OTA

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1352

Year of Study   1st Year Post-secondary

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:16 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:45 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:37 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on previously learned knowledge and skills, this course focuses on the practical skills required to successfully assist the Occupational Therapist and their clients. This course emphasizes leading occupational therapy interventions in a group setting to promote functional independence for a wide variety of clients.

Course Pre-Requisites (if applicable):

OPTA 1243, OPTA 1246.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop and lead an occupational therapy treatment sessions, individually and with a co-leader, for a group of simulated client's with varying ages and conditions.
CLO #2	Use effective communication and provide education to simulated client's during a therapeutic group session.
CLO #3	Respond to simulated client's performance within the therapeutic group session.
CLO #4	Employ strategies to enhance client motivation for participation in the therapeutic group session.
CLO #5	Respond to common challenging behaviours in groups in a professional and therapeutic manner.
CLO #6	Complete accurate health record documentation based on a occupational therapy group treatment session.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required to work as a OTA.

Evaluation and Grading

Grading System:　　　Letter Grade (A-F)　　　　　Passing grade:
B- (68%) in both written and
practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5-15	Assignments
Lab Work	10-20	Lab work
Clinical Examination	65-80	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS:　　　25

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1:　　　　5

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

Check all that apply:
Lab

Hours in Category 2:   20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Group planning and implementation
Considerations for leading groups for different populations
Responding to challenging behaviours
Communication in a group setting
Documentation for therapeutic groups

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
OPTA Updates

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:15 am

Viewing: **OPTA 1353 : Prof Prac 2 - Practicum Prep**

Last edit: 09/10/24 11:55 am

Changes proposed by: ckimoto

Programs
referencing this
course

71: Occupational/Physical Therapist Assistant Diploma

Approval Path

1. 08/20/24 11:16 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader
2. 08/27/24 10:46 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 09/19/24 10:38 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Course Name:

   Professional Practice 2 - Practicum Preparation

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   Prof Prac 2 - Practicum Prep
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1353

Year of Study   1st Year Post-secondary

Credits: 1

Bridge College Code	CT
Bridge Billing Hours	0-1.5
Bridge Course Level	01

Course Description:

This course focuses on preparing occupational therapist assistant (OTA) and physical therapist assistant (PTA) students for their initial practicum experience by guiding them in developing personal learning objectives. It emphasizes key job-related skills such as workload measurement and clinical documentation. Students will enhance their ability to navigate advanced ethical dilemmas through problem-based learning (PBL).

Course Pre-Requisites (if applicable):

OPTA 1236.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create written documentation using selected systems and record keeping forms in a clinical setting.
CLO #2	Analyze workload measurement for occupational therapist assistant and physical therapist assistant practice.
CLO #3	Development an electronic portfolio, showcasing academic achievements, reflective thinking, professional growth and self-awareness.
CLO #4	Describe professional responsibility with respect to cultural diversity and inclusivity of clients.
CLO #5	Apply an ethical decision making process to determine actions for ethical dilemmas in OTA and PTA practice.
CLO #6	Demonstrate professional responsibilities for practice in specific health care agencies.
CLO #7	Demonstrate beginning understanding of the role of the OTA and PTA in community practice settings.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions and guest speakers. Role rehearsals, reflective practice and in-class presentations will also be included.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%) in both written and
practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60-75	Assignments
Lab Work	30-45	Lab work
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

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:

Course Topics

Course Topics:
Documentation
Workload measurement
Practicum specific requirements
Ethics
Electronic Portfolios

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
OPTA Update

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 11:25 am

Viewing: **OPTA 1354 : OPTA Practicum 1**

Last edit: 09/10/24 11:56 am

Changes proposed by: ckimoto

Programs
referencing this
course
  71: Occupational/Physical Therapist Assistant Diploma

Course Name:
  OPTA Practicum 1

Effective Date: September 2025

School/Centre: Health Sciences

Is this a non-credit course?

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   OPTA Practicum 1
Name:

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:16 am
   Carmen Kimoto
   (ckimoto): Rollback
   to Initiator
2. 08/20/24 11:29 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader
3. 08/27/24 10:47 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
4. 09/19/24 10:38 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   1354

Year of Study   1st Year Post-secondary

Credits: 5

Bridge College Code   CT

Bridge Billing Hours   0-7

Bridge Course Level   01

Course Description:

This first practicum experience provides students with the opportunity to apply the skills and knowledge learned in the classroom and labs to the clinical environment at a beginning level. Under the supervision of a registered Occupational Therapist and/or Physical Therapist, students gain practical experience in either a hospital, clinic or long-term care facility.

Course Pre-Requisites (if applicable):

OPTA 1234, OPTA 1351, OPTA 1352, OPTA 1353.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Practise as a beginner student Occupational Therapist Assistant and/or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
CLO #2	Incorporate cultural safety and humility into beginner practice by effectively engaging with diverse cultural perspectives with respect and sensitivity.
CLO #3	Utilize evidence-informed rehabilitation knowledge to perform introductory skills and implement assigned Occupational Therapy or Physical Therapy interventions.
CLO #4	Collaborate as a beginner member of an interdisciplinary team within an evolving health care system.

	Upon successful completion of this course, students will be able to:
CLO #5	Assist with the development and maintenance of an effective practice environment through introductory direct client care, organization and support of rehabilitation services.
CLO #6	Identify and report simple relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.
CLO #7	Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and other interdisciplinary team members with assistance.
CLO #8	Contribute to strategies that assist in the promotion of professional competence, through engagement and reflective practice, within the role of the Occupational Therapist Assistant and/or Physical Therapist Assistant.
CLO #9	Promote, support and encourage health and wellness for self and others with assistance.

Instructional
Strategies:
  Clinical fieldwork

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
  S required on all components of
  evaluation plan for final S grade

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection		Weekly self reflection as per rubric
Other		Midterm preceptor evaluation
Other		Final preceptor evaluation
Other		Midterm student self evaluation
Other		Final student self evaluation

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: 160

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Practicum

Hours in Category 3:   160

Course Topics

Course Topics:
1. Role of OTA and/or PTA
2. Treatment implementation
3. Collaboration
4. Support rehabilitation team
5. Reporting
6. Communication
7. Documentation
8. Professional competencies
9. Health and wellness

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

Course Change Request

Date Submitted: 08/20/24 10:43 am

Viewing: **OPTA 2434 : Professional Practice 3**

Last approved: 06/30/22 6:35 am

Last edit: 08/20/24 10:43 am

Changes proposed by: ckimoto

Programs
referencing this
course
71: Occupational/Physical Therapist Assistant Diploma

Course Name:
Professional Practice 3

Effective Date: September 2025

School/Centre: Health Sciences

Is this a non-credit course?

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:17 am Carmen Kimoto (ckimoto): Approved for 5076 Leader
2. 08/27/24 10:52 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 09/19/24 10:38 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 2, 2018 by Todd Rowlatt (trowlatt)
2. Dec 14, 2021 by Nicole Degagne (ndegagne)
3. Apr 15, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Carmen Kimoto =	ckimoto@vcc.ca =	778-783-5090 =

Banner Course Name: Professional Practice 3

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2434

Year of Study   2nd Year Post-secondary

Credits: 2

Bridge College Code	CT
Bridge Billing Hours	0-2
Bridge Course Level	01

Course Description:

This course continues to build on the skills and knowledge required by ~~learned in~~ the occupational therapist assistant (OTA) and physical therapist assistant (PTA) explored in previous Professional Practice courses. More complex ethical and psychosocial dilemmas related to mental health are discussed. There is also a focus on further development of reflective practice and mentorship. ~~developing the interprofessional skills required for building successful workplace teams.~~

Course Pre-Requisites (if applicable):

OPTA 1353.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create ~~Demonstrate~~ written documentation using selected systems and record keeping forms in a clinical setting. ~~setting~~
CLO #2	Apply an ethical decision making process to determine actions for ethical dilemmas in OTA and PTA practice in mental health settings.
CLO #3	Demonstrate professional responsibilities for practice in specific health care agencies. ~~agencies~~
CLO #4	Demonstrate an understanding of the role of the OTA and PTA in community practice settings. ~~settings~~
~~CLO #5~~	~~Demonstrate professional behaviour in community practice~~
CLO #5	Build mentorship skills using effective communication skills, goal-setting, reflection and conflict resolution.
CLO #6	Engage in learning opportunities and reflective practice to enhance competence.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions and guest speakers. Role rehearsals, reflective practice and in-class presentations will also be included.

Evaluation and Grading

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

B- (68%) ~~B- (68%) in both written and practical components of course~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-35 ~~25~~	Assignments ~~X 3~~
Lab Work	60-75 ~~35~~	Lab work ~~as per rubric~~
~~Field Experience~~	~~35~~	~~as per rubric~~
Participation	5	As ~~as~~ per rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1. Advanced ethics
2. Advanced psychosocial issues
3. Issues
3. Practicum preparation and goal setting
4. Practicumpreparation
4.Reflection
5. Mentorship
Community partnerships
6.Professional behaviours

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:41 am

Viewing: **OPTA 2461 : Neurological and MH Conditions**

Last edit: 08/20/24 10:41 am

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:
  Neurological and Mental Health Conditions

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   Neurological and MH Conditions
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2461

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

This course focuses on the conditions that affect the nervous system, including neurological and mental health conditions. The causes, risk factors, signs, symptoms, disease processes, and medical management of selected neurological and mental health conditions are described.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define key medical terms and abbreviations associated with disorders of the neurological system.
CLO #2	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected peripheral nervous system conditions.
CLO #3	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected central nervous system conditions.
CLO #4	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected degenerative nervous system disorders.
CLO #5	Define key medical terms and abbreviations associated with mental health disorders.
CLO #6	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of common mental health disorders.
CLO #7	Explain key issues in the delivery of mental health services in BC.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-30	Quizzes/Tests
Exam	50-65	Exams
Assignments	10-20	Assignments
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture
Online

Hours in Category 1:   50

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:
Medical terms and abbreviations associated with disorders of the nervous system
Peripheral nervous system disorders
Central nervous system disorders
Degenerative nervous system disorders
Medical terms and abbreviations associated with mental health disorders
Mental health disorders
Mental Health Services in BC

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

OPTA Updates

Provide a ration
for this proposa

Are there any

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:41 am

Viewing: **OPTA 2462 : Neuro Principle & Practice PTA**

Last edit: 08/20/24 10:41 am

Changes proposed by: ckimoto

Programs
referencing this
course
   71: Occupational/Physical Therapist Assistant Diploma

Course Name:
   Neuro Principles and Practice - PTA

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	5057

Banner Course   Neuro Principle & Practice PTA
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2462

Year of Study   2nd Year Post-secondary

Credits: 4

Bridge College Code	CT
Bridge Billing Hours	0-2.5
Bridge Course Level	01

Course Description:

Building on previously learned knowledge and skills, this course focuses on the practical skills required to successfully assist the Physical Therapist and their clients with varied neurological conditions. The course emphasizes physiotherapy treatments to promote functional mobility, balance and strength for clients with neurological conditions and injuries. Additionally, the course instructs students on the correct use of electro-physical agents (EPA) as a therapeutic modality as directed by the physiotherapist.

Course Pre-Requisites (if applicable):

OPTA 1242, OPTA 1245, OPTA 1351.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the rationale for the use of selected neurorehabilitation treatment approaches.
CLO #2	Perform physiotherapy treatment techniques for clients with neurological conditions and altered muscle tone.
CLO #3	Explain the impact of altered cognition on physiotherapy treatment of a client with a neurological injury.
CLO #4	Explain the functional outcomes of different spinal cord injury levels.
CLO #5	Explain common complications post neurological injury and their impact on rehabilitation.
CLO #6	Demonstrate safe and effective use of common physiotherapy equipment used in neurological treatment sessions.

	Upon successful completion of this course, students will be able to:
CLO #7	Implement common neurological outcome measures.
CLO #8	Respond to changes in client status during simulated neurological treatment sessions.
CLO #9	Complete accurate health record documentation based on simulated client's neurological physiotherapy treatment sessions.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions and guest speakers. Lab activities optimize student learning of the practical skills required to work as a PTA.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
B- (68%) in both written and
practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	5-10	Lab work
Quizzes/Tests	40-50	Quizzes/tests
Clinical Examination	40-50	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

Hours in Category 1:   30

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

Check all that apply:

   Lab

Hours in Category 2:   60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to neurological rehabilitation and various treatment approaches
Muscle tone management
Functional mobility in the neurological client including bed mobility, standing, manual transfers, wheelchair use, and ambulation activities.
Strength, balance and coordination in the neurological client.
Altered sensation in the neurological client
Altered cognition and the physiotherapist assistant in neurological rehabilitation
Physiotherapy treatment techniques for neurological clients
Complications post neurological injury
Functional outcomes post spinal cord injury
Management of progressive neurological disorders
Electro-physical agents (EPA's)
Documentation - Subjective, Objective, Assessment, Plan

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

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:42 am

Viewing: **OPTA 2463 : Neuro/MH Principle & Prac OTA**

Last edit: 08/20/24 10:42 am

Changes proposed by: ckimoto

Programs
referencing this
course
71: Occupational/Physical Therapist Assistant Diploma

Course Name:
  Neuro/Mental Health Principles and Practice - OTA

Effective Date: September 2025

School/Centre: Health Sciences

Is this a non-credit course?

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	5057

Banner Course   Neuro/MH Principle & Prac OTA
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2463

Year of Study   2nd Year Post-secondary

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/20/24 11:17 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader
2. 08/27/24 10:49 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
3. 09/19/24 10:38 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 4

Bridge College Code   CT

Bridge Billing Hours   0-4

Bridge Course Level   01

Course Description:

Building on previous learned knowledge and skills, this course focuses on the practical skills required to successfully assist the Occupational Therapist and their clients with varied neurological conditions. The course emphasizes occupational therapy treatments and interventions for clients with neurological and/or mental health conditions and the promotion of independent activities of daily living (ADLs) and instrumental activities of daily living (IADLs).

Course Pre-Requisites (if applicable):

OPTA 1243, OPTA 1246, OPTA 1352

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Fabricate an adaptive device considering safety and design.
CLO #2	Perform rehabilitation techniques for clients with neurological conditions.
CLO #3	Use common communication strategies or basic devices for the neurological client.
CLO #4	Use strategies to optimize independence with ADLs and IADLS in clients with neurological conditions.
CLO #5	Explain the principles of psychosocial rehabilitation and their implications for occupational therapy intervention for clients with mental health conditions.
CLO #6	Use strategies to optimize independence with ADLs and IADLs in clients with mental health conditions.
CLO #7	Support simulated clients to use stress management and relaxation techniques.

	Upon successful completion of this course, students will be able to:
CLO #8	Implement common neurological and mental health outcome measures.
CLO #9	Complete accurate health record documentation based on a simulated client's occupational therapy treatment sessions.

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Lab activities optimize student learning of the practical skills required to work as an OTA.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
B- (68%) in both written and
practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5-15	Assignments
Lab Work	5-15	Lab work
Quizzes/Tests	35-45	Quizzes/tests
Clinical Examination	35-45	Clinical examinations
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   30

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

----

Check all that apply:

Lab

Hours in Category 2:   60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Modifying and fabricating adaptive devices
Upper extremity rehabilitation
Splints for the neurological client
Seating and positioning for the neurological client
Communication strategies/boards
Cognitive and perceptual rehabilitation
ADL and IADL strategies for neurological conditions
Occupational therapy intervention for clients with progressive neurological disorders
Occupational therapy intervention for clients with spinal cord injury
Psychosocial rehabilitation
ADL and IADL strategies for clients with mental health conditions
Trauma and violence informed care
Stress Management and Relaxation Techniques
Documentation - Subjective, Objective, Assessment, Plan

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 11:28 am

Viewing: **OPTA 2464 : OPTA Practicum 2**

Last edit: 09/10/24 11:57 am

Changes proposed by: ckimoto

Programs
referencing this
course

   71: Occupational/Physical Therapist Assistant Diploma

Course Name:
   OPTA Practicum 2

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   OPTA Practicum 2
Name:

In Workflow

1. 5076 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/20/24 11:18 am
   Carmen Kimoto
   (ckimoto): Rollback
   to Initiator
2. 08/20/24 11:30 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader
3. 08/27/24 10:50 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean
4. 09/19/24 10:38 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2464

Year of Study   2nd Year Post-secondary

Credits: 6.5

Bridge College Code   CT

Bridge Billing Hours   0-8

Bridge Course Level   01

Course Description:

This second fieldwork experience provides students with the opportunity to apply the skills and knowledge learned in the classroom and labs to the clinical environment at an intermediate level. Under the supervision of a registered Occupational Therapist and/or Physical Therapist, students gain practical experience in either a hospital, clinic or long-term care facility.

Course Pre-Requisites (if applicable):

OPTA 2461, OPTA 2462, OPTA 2463, OPTA 2434.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Practise as an intermediate Occupational Therapist Assistant and/or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
CLO #2	Incorporate cultural safety and humility in intermediate practice by effectively engaging with diverse cultural perspectives with respect and sensitivity.
CLO #3	Utilize evidence-informed rehabilitation knowledge to perform intermediate skills and implement assigned Occupational Therapy or Physical Therapy interventions.

	Upon successful completion of this course, students will be able to:
CLO #4	Collaborate as an intermediate member of an interdisciplinary team within an evolving health care system.
CLO #5	Contribute to the maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.
CLO #6	Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member with minimal assistance.
CLO #7	Communicate appropriately, through verbal, nonverbal, written and electronic means, with clients, their families and other interdisciplinary team members.
CLO #8	Assist with strategies to promote professional competence, through engagement and reflective practice, within the role of the Occupational Therapist Assistant and Physical Therapist Assistant.
CLO #9	Assist to promote, support and encourage health and wellness for self and others.

Instructional
Strategies:
  Clinical fieldwork

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
  S required on all components of
  evaluation plan for final S grade

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection		Weekly self reflection as per rubric
Other		Midterm preceptor evaluation
Other		Final preceptor evaluation
Other		Midterm student self evaluation
Other		Final student self evaluation

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:　　　　200

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

　Practicum

Hours in Category 3:　　　　200

Course Topics

Course Topics:
1. Role of OTA and/or PTA
2. Treatment implementation
3. Collaboration
4. Support rehabilitation team
5. Reporting
6. Communication
7. Documentation
8. Professional competencies
9. Health and wellness

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

Course Change Request

Date Submitted: 08/20/24 10:50 am

Viewing: **OPTA 2534 : <u>OPTA</u> Practicum 3**

Last approved: 12/14/21 5:20 am

Last edit: 09/10/24 11:58 am

Changes proposed by: ckimoto

Programs
referencing this
course

71: Occupational/Physical Therapist Assistant Diploma

Course Name:
<u>OPTA</u> Practicum 3

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. 5076 Leader

2. SHS Dean

**3. Curriculum
   Committee**

4. Education Council

5. Records

6. Banner

Approval Path

1. 08/20/24 11:18 am
   Carmen Kimoto
   (ckimoto):
   Approved for 5076
   Leader

2. 08/27/24 10:53 am
   Jo-Ellen Zakoor
   (jzakoor): Approved
   for SHS Dean

3. 09/19/24 10:38 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. May 2, 2018 by
   Todd Rowlatt
   (trowlatt)

2. Dec 14, 2021 by
   Nicole Degagne
   (ndegagne)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: OPTA Practicum 3

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2534

Year of Study   2nd Year Post-secondary

Credits: 8

Bridge College Code	CT
Bridge Billing Hours	0-8
Bridge Course Level	01

Course Description:

This final fieldwork experience provides students with the opportunity to apply the skills and knowledge learned in the classroom and labs to the clinical environment at an entry to practice level. Under the supervision of a registered Occupational Therapist and/or Physical Therapist, students gain practical experience in either a hospital, clinic or long-term care facility.

Course Pre-Requisites (if applicable):

OPTA 2571, OPTA 2532, OPTA 2533.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Practise as an entry level Occupational Therapist Assistant and/or ~~or~~ Physical Therapist Assistant in a competent, professional, accountable and ethical manner.

	Upon successful completion of this course, students will be able to:
CLO #2	Incorporate cultural safety and humility into entry level practice by effectively engaging with diverse cultural perspective with respect and sensitivity.
CLO #3 #2	Utilize evidence-informed rehabilitation knowledge to perform entry level skills and implement assigned Occupational Therapy or Physical Therapy interventions.
CLO #4 #3	Collaborate as a member of an entry level interdisciplinary team within an evolving health care system.
CLO #5 #4	Contribute to the development and maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.
CLO #6 #5	Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.
CLO #7 #6	Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and other interdisciplinary team members.
CLO #7	Collect client information and complete client records.
CLO #8	Develop and implement strategies to promote professional competence, through engagement and reflective entry level practice, competence within the role of the Occupational Therapist Assistant and/or and Physical Therapist Assistant.
CLO #9	Promote, support and encourage health and wellness for self and others.

Instructional
Strategies:
  Clinical fieldwork

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
  S required on all components of
  evaluation plan for final S grade

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection Assignments		Weekly weekly self reflection as per rubric
Other		Midterm preceptor evaluation midterm instructor evaluation

Type	Percentage	Brief description of assessment activity
Other		<u>Final preceptor</u> ~~final instructor~~ evaluation
Other		<u>Midterm</u> ~~midterm~~ student self evaluation
Other		<u>Final</u> ~~final~~ student self evaluation

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: 240

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:

<u>Practicum</u>

Hours in Category 3:   240

Course Topics

Course Topics:
1. Role of OTA and/or PTA
2. Treatment implementation
3. Collaboration
4. Support rehabilitation team
5. Reporting
6. Communication
7. Documentation
8. Professional competencies
9. Health and wellness

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
OPTA Updates

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 08/20/24 10:45 am

Viewing: **OPTA 2571 : Paeds & Complex Conditions**

Last edit: 08/20/24 10:45 am

Changes proposed by: ckimoto

Programs
referencing this
course
  71: Occupational/Physical Therapist Assistant Diploma

Course Name:
  Paediatric and Complex Conditions

Effective Date: September 2025

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Banner Course   Paeds & Complex Conditions
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number   2571

Year of Study   2nd Year Post-secondary

Credits: 2

Bridge College Code	CT
Bridge Billing Hours	0-2
Bridge Course Level	01

Course Description:

This course focuses on a variety of conditions and diseases. Topics include conditions that affect pediatric clients, immune system disorders, clients living with cancer, clients with renal disease and the treatment of burns. The causes, risk factors, signs, symptoms, disease processes, and medical management of selected conditions are described.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define key medical terms and abbreviations associated with disorders within the paediatric population
CLO #2	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected paediatric conditions
CLO #3	Define key medical terms and abbreviations associated with oncology
CLO #4	Describe the causes, risk factors, signs, symptoms, disease processes, medical management and side effects of selected forms of cancer
CLO #5	Describe the causes, risk factors, signs, symptoms, disease processes and medical management of conditions that can lead to renal failure and the need for dialysis
CLO #6	Describe the causes, risk factors, signs, symptoms, disease processes and medical management of immune system disorders

	Upon successful completion of this course, students will be able to:
CLO #7	Describe the classification and the medical management of burns

Instructional
Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-30	Quizzes/Tests
Exam	50-65	Exams
Assignments	10-20	Assignments
Participation	5	As per rubric

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
   Lecture
   Online

Hours in Category 1:   45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1. Medical terms and abbreviations associated with disorders within the paediatric population
2. Paediatric conditions
3. Medical terms and abbreviations associated with oncology
4. Oncology
5. Renal failure and dialysis
6. Immune system disorders
7. Burns

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

OPTA Updates

Provide

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Significant Revision of the Dental Hygiene Diploma Program

BACKGROUND:

The Dental Hygiene department initially proposed a significant revision to the diploma program in 2023 for September 2024. The revisions incorporated the revised Entry-to-Practice Canadian Competencies for Dental Hygienists and aligned the program with similar programs in terms of length, hours, and credits. Prior to this revision, the program had over 120 credits (typical diplomas have between 60–75 credits). The changes aimed both at preparing students for success within the Canadian framework for Dental Hygienists and reducing the hour and credit requirements they previously had to meet.

Education Council approved the curriculum, including 24 new courses, in September 2023. However, the changes were not implemented due to an outstanding Ministry decision on VCC's request for exemption from the Tuition Limit Policy.

Since the existing curriculum needed to be updated for September 2024 to align with changed Entry-to-Practice (ETP) Canadian Competencies for Dental Hygienists, an interim curriculum update was approved by EdCo in March 2024.

The Ministry has concluded that the program has been substantially revised and VCC may establish a new level of tuition.

DISCUSSION:

The revised curriculum was already reviewed and approved by Education Council in September 2023. For this reason, the proposal did not require another review by Curriculum Committee. The program content guide is being presented to Education Council to make a new formal motion to recommend implementation of the revised program to the Board of Governors. A few minor edits were made to the PCG. The 24 new courses were already fully approved in September 2023.

The new tuition will be brought to the Finance & Audit Committee and the Board of Governors for approval.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Dental Hygiene Diploma program content guide, and recommend the Board of Governors approve the implementation of the significantly revised program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 3, 2024

Program Change Request

Date Submitted: 10/01/24 6:54 pm

Viewing: **Dental Hygiene Diploma**

Last approved: 03/13/24 3:50 pm

Last edit: 10/03/24 12:50 pm

Changes proposed by: drabadzija

Catalog Pages Using
this Program
  Dental Hygiene Diploma

Program Name:
  Dental Hygiene Diploma

Credential Level: Diploma

Effective Date: September 2025 2024

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Health Sciences

Department   Dental Hygiene (5101)

Contact(s)

Approval Path

1. 10/03/24 11:42 am
   Amber Ariss
   (aariss): Approved
   for 5101 Leader

History

1. Dec 18, 2017 by
   clmig-jwehrheim
2. Jan 11, 2018 by
   Todd Rowlatt
   (trowlatt)
3. Aug 21, 2019 by
   Nicole Degagne
   (ndegagne)
4. Dec 11, 2019 by
   Nicole Degagne
   (ndegagne)
5. Jun 8, 2020 by
   Nicole Degagne
   (ndegagne)
6. Oct 20, 2020 by
   Nicole Degagne
   (ndegagne)
7. Mar 4, 2021 by
   Darija Rabadzija
   (drabadzija)

8. Jun 7, 2021 by
   Darija Rabadzija
   (drabadzija)
9. Nov 17, 2021 by
   Amber Ariss (aariss)
10. Dec 9, 2021 by
    Nicole Degagne
    (ndegagne)
11. Sep 20, 2022 by
    Amber Ariss (aariss)
12. Sep 23, 2022 by
    Darija Rabadzija
    (drabadzija)
13. Dec 15, 2022 by
    Nicole Degagne
    (ndegagne)
14. Mar 15, 2023 by
    Leszek Apouchtine
    (lapouchtine)
15. Mar 13, 2024 by
    Amber Ariss (aariss)

Name	E-mail	Phone/Ext.
Amber Ariss	aariss@vcc.ca	604-443-8505

Program Content Guide

Purpose

The Dental Hygiene Diploma Program is designed to provide learners with the knowledge, skills, judgement and attitudes to perform the full range of competencies as identified in the Entry-to-Practice Canadian Competencies for Dental Hygienists (EPCCoDH) and the British Columbia College of Oral Health Professionals (BCCOHP) Practice Standards. The Standards. The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals and communities across the life-span, in a variety of practice settings, and in partnership with other health care professionals.

Upon successful completion of the VCC Dental Hygiene Diploma Program, learners will possess the competencies to complete the National Dental Hygiene Certification Examination (NDHCE) and to apply for licensure as a Registered Dental Hygienist with BCCOHP. Licensing is required before being able to practice as a dental hygienist in BC.

Admission to the Dental Hygiene Program is through a competitive selection process. Successful applicants are identified through a combined evaluation of grade point average (GPA) based on program pre-requisites, and an online, open-response, situational judgement test (Casper).

Application advice:

The Dental Hygiene Diploma is an annual selection-based program. You must meet all your education requirements by the date posted on the website.

If you do not meet the educational requirements on time, your application will be cancelled.

If you meet the requirements but do not receive an offer of admissions, you must reapply and resubmit academic information if you want to apply for another intake.

Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral. Please review the defer request form for details.

Admission Requirements:

Applicants must have successfully completed at least 30 credits in first-year university level courses, or equivalents, with an overall GPA ~~grade point average (GPA)~~ of 3.0 ('B'). ~~('B'): 3 credits in Electives~~ Where the academic standing of applicants who have completed 2nd, 3rd ~~3rd,~~ or 4th year courses in the required subject(s) is higher than that of the 1st year courses, the higher grade will be considered.

~~ENGL 1100 & ENGL 1200, or equivalent~~ Minimum 6 credits in English * an academic writing course is strongly recommended. ~~Human Anatomy & Physiology (must include labs):~~

~~BIOL 1120 & BIOL 1220 , or equivalent~~Minimum 6 credits in Human Anatomy & Physiology ~~Chemistry~~ (must include labs)

~~labs):CHEM 1121 & CHEM 1223 , or equivalent~~ Minimum 6 credits in Chemistry (must include labs)

~~Psychology:PSYC 1100 & PSYC 1200 , or equivalent~~6 ~~3~~ credits in Psychology

~~Statistics:~~3 credits in Statistics

3 credits in Electives

Submission of a Casper score. Casper Test scores are only valid for one admission cycle.

~~MATH 1111 or equivalent3 credits in Electives Where the academic standing of applicants who have completed 2nd, 3rd, or 4th year courses in the required subject(s) is higher than that of the 1st year courses, the higher grade will beconsidered.Each year the top 40 applicants with the highest grade point average will be selected to participate in an online candidate's questionnaire which assesses their knowledge of the dental hygieneprofession.Those selected will be contacted by the Dental Hygiene department at the beginning of March with information and nextsteps.~~If your educational documents are not from a Canadian or American institution, you must submit an evaluation of foreign credentials. A comprehensive evaluation report, from the International Credential Evaluation Service (ICES) located at the British Columbia Institute of Technology (BCIT) including an ICES VCC Dental Hygiene Supplemental Report is required.

Upon Acceptance:

A current Cardiopulmonary Resuscitation Health Care Provider (CPR HCP) or Basic Life Support (BLS) certification. Annual re-certification is required during the program.

~~Annual renewal is required while in the program and for registration as a dental hygienist in BritishColumbia.~~Criminal Records 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. Submission of a ~~recent~~ negative tuberculosis (TB) test completed within 6 months of the program start date. ~~test.~~ If the test is positive, submission of a negative TB chest x-ray report is required.

VCC School of Health Sciences Immunization record must be completed. Immunizations in the following are **strongly recommended** and *may be required* for practice placement in the program:

Diphtheria

Tetanus

Pertussis

Poliomyelitis

Measles, Mumps and Rubella (MMR)

Varicella (Chicken Pox)

Hepatitis B

Meningococcal

Influenza Vaccination (annually)

COVID-19 Vaccination

N95 mask fit testing will be required prior to clinical rotations to health authority locations during the final year of the program. Information, fee payment, and scheduling related to mask fit testing will be provided during the program. ~~program.~~ Mask fit testing is valid for 1 year and should only be completed when directed during the dental hygiene program.

Students will be required to submit proof to the department of a dental examination from a licensed British Columbia dentist within 6 months of the program start date. It is preferred that your dental and dental hygiene healthcare be complete and current.

Information specific to the Dental Hygiene program is available online at www.vcc.ca.

~~Information, fee payment, and scheduling related to mask fit testing will be provided during the program.~~

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. ~~knowing.~~ Credits ~~Credits~~ may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available in ~~for~~ the following courses: ~~course:~~

DHYG 2120

DHYG 2135

DHYG 2145

DHYG 2255

DHYG 2260

See individual course outlines regarding additional details of PLAR.

~~DHYG 2144 Oral Health Sciences 1 - see Course Outline fordetails.~~ Tuition and fees ~~may still~~ apply to PLAR candidates.

Please contact the department for details.

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The dental hygiene program is two years full-time. Students ~~are eligible to write the National Dental Hygiene Certification Exam(NDHCE) during Term 4 of the program. Students~~ have a maximum of 3 years to complete all program requirements.

Under exceptional circumstances and at the approval ~~discretion~~ of the Department Head and the Registrar's Office, ~~Dean,~~ a student may be granted an extension.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	~~Professionalism:~~Demonstrate ~~Graduates demonstrate a~~ commitment to the health of the public and the profession by integrating high ethical standards, best practices ~~practices,~~ and legislative requirements in their provision of care (Professionalism). ~~requirements. Competent dental hygienists exhibit professional behaviour, demonstrate a commitment to serving society, integrate professional responsibilities into practice, and demonstrate a commitment to lifelong learning.~~
PLO #2	Apply critical thinking, problem-solving, and evidence informed decision-making ~~Evidence-Informed Practice: Graduates demonstrate a commitment to excellence~~ in the delivery ~~practice through critical thinking continuous learning, and application~~ of oral health care (Evidence-informed practice). ~~evidence-informed decision-making. Competent dental hygienists demonstrate critical thinking, problem-solving, and reasoning skills; apply and evident-informed approach to decision-making; and use various methods of inquiry.~~
PLO #3	Apply communication principles ~~Communication: Graduates demonstrate the ability~~ to provide ~~form relationships with individuals, families, groups, and communities to facilitate the gathering and sharing of essential information for~~ culturally safe and relevant care (Communication). ~~care. Competent dental hygienists demonstrate effective oral and non-verbal communication, and use written communication effectively.~~
PLO #4	Collaborate as a member of an interdisciplinary health care team ~~Collaboration: Graduates demonstrate the ability~~ to ~~work as integral members of the healthcare team, working in partnership with others to~~ provide safe, effective, ~~effective~~ and ethical person-, family-, and community-centred care (Collaboration). ~~approaches to care. Competent dental hygienists collaborate with people accessing dental hygiene services, oral health professionals, and others.~~
PLO #5	Implement national and provincial practice standards and policies in a variety of community and clinical practice environments (Practice Management). ~~Practice Management: Graduates demonstrate the ability to manage a professional practice environment, utilizing organization, administration, and decision-making skills that facilitate high-quality care, efficient use of time and personnel, and enhanced professional and personal satisfaction. Competent dental hygienists fulfill administrative responsibilities, integrate legislative and professional responsibilities within organizational policies, and engage in entrepreneurial activities.~~

	Upon successful completion of this program, graduates will be able to:
PLO #6	~~Prevention, Education, and HealthPromotion:~~<u>Promote health and wellness using</u> ~~Graduates demonstrate~~ an inclusive and intercultural approach <u>by applying the ADPIE framework (Prevention, Education, and Health Promotion).</u> ~~to health and wellness. Using health promotion, education, and disease and injury prevention activities, dental hygienists help support other's ability to achieve and maintain optimal oral health. Competent dental hygienists lead the development of health literacy and oral self-care abilities; engage in prevention, education, and health promotion activities; and engage in advocacy to address oral health inequities.~~
PLO #7	~~ClinicalTherapy:Graduates demonstrate the ability to provide preventive, therapeutic, and supportive dental hygienecare.~~<u>Provide preventative, therapeutic</u> ~~Using the ADPIE framework to support safe~~ and <u>supportive dental hygiene</u> ~~comprehensive person-centred~~ care <u>to deliver safe and comprehensive person-centred care</u> for diverse people across the <u>lifespan using the Assess Diagnose Plan Implement Evaluate (ADPIE) framework (Clinical Therapy).</u> ~~lifespan. Competent dental hygienists assess oral and general health status, formulate a dental hygiene diagnosis, create a dental hygiene care plan, implement the dental hygiene care plan, and evaluate the effectiveness of dental hygiene care.~~

Additional PLO Information

A graduate has met the goals of the VCC Dental Hygiene Diploma program based on the Entry-to-Practice Canadian Competencies for ~~Canadian~~ Dental Hygienists* by ~~Hygienists* by~~ reliably demonstrating knowledge, skills, and attitudes in the following domains: ~~domains set by the~~

Professionalism: Graduates demonstrate a commitment to the health of the public and the profession by integrating high ethical standards, best practices, and legislative requirements. Competent dental hygienists exhibit professional behaviour, demonstrate a commitment to serving society, integrate professional responsibilities into practice, and demonstrate a commitment to lifelong learning.

Evidence Informed Practice: Graduates demonstrate a commitment to excellence in practice through critical thinking continuous learning, and application of evidence-informed decision-making. Competent dental hygienists demonstrate critical thinking, problem-solving, and reasoning skills; apply an evidence-informed approach to decision-making; and use various methods of inquiry.

Communication: Graduates demonstrate the ability to form relationships with individuals, families, groups, and communities to facilitate the gathering and sharing of essential information for culturally safe and relevant care. Competent dental hygienists demonstrate effective oral and non-verbal communication, and use written communication effectively.

Collaboration: Graduates demonstrate the ability to work as integral members of the healthcare team, working in partnership with others to provide safe, effective and ethical person-, family-, and community-centred approaches to care. Competent dental hygienists collaborate with people accessing dental hygiene services, oral health professionals, and others.

Practice Management: Graduates demonstrate the ability to manage a professional practice environment, utilizing organization, administration, and decision-making skills that facilitate high-quality care, efficient use of time and personnel, and enhanced professional and personal satisfaction. Competent dental hygienists fulfill administrative responsibilities, integrate legislative and professional responsibilities within organizational policies, and engage in entrepreneurial activities.

Prevention, Education, and Health Promotion: Graduates demonstrate an inclusive and intercultural approach to health and wellness. Using health promotion, education, and disease and injury prevention activities, dental hygienists help support other's ability to achieve and maintain optimal oral health. Competent dental hygienists lead the development of health literacy and oral self-care abilities; engage in prevention, education, and health promotion activities; and engage in advocacy to address oral health inequities.

Clinical Therapy: Graduates demonstrate the ability to provide preventive, therapeutic, and supportive dental hygiene care. Using the ADPIE framework to support safe and comprehensive person-centred care for diverse people across the lifespan. Competent dental hygienists assess oral and general health status, formulate a dental hygiene diagnosis, create a dental hygiene care plan, implement the dental hygiene care plan, and evaluate the effectiveness of dental hygiene care.

Federation ~~ Federation~~ of Dental Hygiene ~~hygiene~~ Regulators of Canada (FDHRC). Entry-to-Practice ~~Entry-To-Practice~~ Canadian Competencies for Dental Hygienists. Ottawa, ON: ~~Available FDHRC, 2021. Available from:~~ FDHRC, 2021. Available from:

https://www.fdhrc.ca/sites/files/EPCCoDH_FDHRC_November_2021.pdf

~~https://www.fdhrc.ca/sites/files/EPCCoDH_FDHRC_November_2021.pdf~~

Learning is fostered through a variety of classroom and online (blended) settings, including active learning lab activities, clinical - practice sessions, group work, independent study, case-based learning, community outreach, and clinical rotations. -

Course work focuses on the development of evidence-informed ~~evidence-informed~~ decision-making skills, communication skills and intra- and interprofessional - teamwork strategies; as well as proficiency in self and peer evaluation. Other important curriculum threads are development of evidence-informed inquiry skills, ~~evidence-informed approach,~~ critical thinking and problem-solving abilities. This focus is designed to foster the development of - professionalism, a commitment to lifelong learning, and dedication to an autonomous, helping profession. ~~Students have opportunities to apply knowledge and practice various abilities while working with the public in the VCC DentalClinic.~~ Students have opportunities to apply knowledge and practice various abilities while working with the public in the VCC Dental Clinic. - In addition, rotations to ~~to~~ a wide variety of health care and ~~and~~ community facilities are organized for students to ~~to~~ learn ~~and apply abilities~~ and apply abilities and knowledge in ~~knowledge in~~ context.

-

Evaluation of learning includes written examinations, case-based ~~case based~~ learning, laboratory and didactic assignments, self-directed learning contracts, demonstration of clinical abilities, analytical papers, in-class and community projects and presentations. Evaluation methods are selected based on the nature of the learning outcome. ~~outcome. Professional conduct forms an integral part of the evaluation process.~~ See individual course outlines for details. Professional conduct forms an integral part of the evaluation process.

Students must receive a minimum program ~~The passing~~ grade point average of 'C' (2.0) to successfully graduate, and a minimum grade point average of 'C' (2.0) in each theory course and a grade of 'S' in each clinical course to advance into subsequent courses/terms in the program. ~~is a C (60%).~~

~~A grade of 'Satisfactory' (S) is required for all clinicalcourses.A 50% passing grade must be achieved for all final examinations; with the exception of the DHYG 2144 Final Objective Structured Clinical Examination (OSCE), DHYG 3254 Final Exam Part B (Local Anesthetic), and DHYG 4414 Radiography OSCE which require 60% topass.Select assessments require a minimum passing grade of 60% to progress as indicated within the Course Outlines. Students must pass all courses in a term to progress to the nextterm.~~Students who are required to withdraw from the program for ~~If a course is~~ not meeting program progression requirements and/or students who have taken a break from their studies ~~completed successfully, a student~~ may seek program ~~apply to reinsert into the program and repeat the course the next time it is offered, providing there is space available. As part of the re-entry plan, the student may be required by the Dental Hygiene Curriculum Committee to repeat or audit additional courses to ensure up to date knowledge and safe practice. Enrollment in a term's clinical course is mandatory upon~~ re-entry. Eligibility to re-enter after withdrawing is determined by the department leader or designate. Requests for re-entry into the Dental Hygiene Diploma program will be considered only if there is space in the program. Students who are re-entering the program are required to retake any *unsuccessfully* completed courses. Students re-entering into a partially completed term will also be required to retake the Dental Hygiene Clinical Practice course for the term they are registering in, whether or not the course was initially successfully completed, to ensure clinical skills are up-to-date.

Student re-entering into a partially completed term will retake one of the following courses:

DHYG 2110 Dental Hygiene Clinical Practice 1

DHYG 2210 Dental Hygiene Clinical Practice 2

DHYG 3110 Dental Hygiene Clinical Practice 3

DHYG 3210 Dental Hygiene Clinical Practice 4

All evaluations are consistent with the VCC grading standard described in the Grading, Progression and Withdrawal Policy and Procedures (411). ~~policy.~~

Students receive a VCC diploma upon successful completion of the program.

Recommended Characteristics of Students

Caring, considerate and empathetic

Good interpersonal communication skills ~~abilities~~

Digital literacy

Ability to work well and collaboratively with others ~~collaboratively~~

Interest in health promotion and community service

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

Willingness to receive and apply feedback

Considerations: ~~Cautions:~~ Students must be physically and psychologically able to meet ~~attend to~~ the demands ~~rigors~~ of the program and perform the fine psychomotor skills needed to practice as a dental hygienist. The physical demands of the profession may worsen back, wrist or shoulder problems. Materials used in oral health care may affect persons living with conditions such as latex sensitivity or other allergies. ~~allergies. Students are advised that Fitness to Practiceguidelines are established by the BC College of Oral Health Professionals to ensure that dental hygiene practice is carried out in a competent, safe, and ethical manner.~~ Students are encouraged to review the BC College of Oral Health Professionals' Fitness to Practice guidelines. The guidelines serve to ensure that dental hygiene practice is carried out in a competent, safe, and ethical manner. VCC actively collaborates with students to develop innovative ways to ensure accessibility and create a respectful, accountable culture through our confidential and specialized supports offered through Disability Services. Please contact Disability Services in advance of your program to explore the services offered.

Note: ~~Students are expected to have regular access to email and internet services and the capability to print necessarydocuments.~~Some ~~In addition, some vehicular~~ travel is required between the VCC Downtown campus and community agencies for rotation requirements.

~~Students will be required to submit proof to the department of a recent dental examination from a licensed British Columbiadentist.It is preferred that your dental and dental hygiene healthcare be complete andcurrent.~~

Courses

Plan of Study Grid

Term One	Credits
~~DHYG 2114Dental Hygiene Care 1~~	~~7.5~~
~~DHYG 2124Clinical Foundations~~	~~6.5~~
~~DHYG 2134Professional Practice 1~~	~~6~~
~~DHYG 2144Oral Health Sciences 1~~	~~7~~
DHYG 2100Foundations of Dental Hygiene 1	4
DHYG 2110Dental Hygiene Clinical Practice 1	4
DHYG 2120Radiography 1	1.5
DHYG 2135Head and Neck Anatomy	3
DHYG 2145Dental Anatomy	3
DHYG 2150Dental Hygiene Professional Practice 13	
Credits	18.5

Term Two

~~DHYG 2214Dental Hygiene Care 2~~	~~8.5~~
~~DHYG 2224Clinical Practice 1~~	~~8.5~~
~~DHYG 3244Oral Health Sciences 2~~	~~8.5~~
~~DHYG 3254Health Sciences~~	~~9.5~~
DHYG 2200Foundations of Dental Hygiene 2	4
DHYG 2210Dental Hygiene Clinical Practice 2	6
DHYG 2220Radiography 2	1.5
DHYG 2250Dental Hygiene Professional Practice 2	3
DHYG 2260Pathology 1: Periodontology	2
DHYG 2255Nutrition for Oral Health	2
DHYG 2270Pharmacology in Dental Hygiene 1	3
Credits	21.5

Term Three

~~DHYG 3314Dental Hygiene Care 3~~	~~8~~
~~DHYG 3324Clinical Practice 2~~	~~6.5~~
~~DHYG 4344Oral Health Sciences 3~~	~~6.5~~
~~DHYG 3364Community Foundations~~	~~7~~
DHYG 3100Foundations of Dental Hygiene 3	5
DHYG 3110Dental Hygiene Clinical Practice 3	6
DHYG 3160Pathology 2: Oral Pathology	2
DHYG 3170Pharmacology in Dental Hygiene 2	2
DHYG 3180Dental Hygiene in Community 1	3
Credits	18

Term Four

~~DHYG 4414Dental Hygiene Care 4~~	~~8~~
~~DHYG 3424Clinical Practice 3~~	~~9~~
~~DHYG 3434Professional Practice 2~~	~~8.5~~
~~DHYG 4464Community Practice~~	~~8.5~~
DHYG 3200Foundations of Dental Hygiene 4	3
DHYG 3210Dental Hygiene Clinical Practice 4	6
DHYG 3250Dental Hygiene Professional Practice 3	3
DHYG 3265Dental Biomaterials	3
DHYG 3275Transition to Practice	3
DHYG 3280Dental Hygiene in Community 2	3
Credits	21
Total Credits	79

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 Pass	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No 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

Rationale and Consultations

Provide a rationale
for this proposal.

Substantive changes to the Dental Hygiene Diploma program. These curriculum changes were initially approved by EdCo in September 2023 for September 2024, but were not presented to the Board of Governors for approval of implementation, since the decision by the ministry on the tuition reset was still pending.

Instead of the full revision, interim changes were made to the existing program to bring the curriculum into alignment with changes Entry-to-Practice (ETP) Canadian Competencies for Dental Hygienists (approved by EdCo in March 2024 with a September 2024 effective date).

The ministry has now approved a tuition reset, and the substantial changes initially approved by EdCo in September 2023 will move forward. Planned implementation date is September 2025.

Are there any
expected costs to
this proposal.

Tuition will be reset and was approved by the ministry. Tuition and program implementation will be presented to VCC's Board of Governors for final approval.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for:

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Approval of Program Updates: Heavy Mechanical Technology Diploma

BACKGROUND:

The international Heavy Mechanical Technology Diploma was revised in 2023. At that time, the program was restructured from over 50 to 18 courses, delivered over four terms. In addition to consolidating courses, content was added around industry trends, such as alternative fuels and electrification.

The plan is to run the program in January 2025. It has been identified that, for scheduling purposes, some course hours will need to be adjusted. The largest shift will be moving about 10 hours between two courses. The overall number of program credits and hours will not be affected.

DISCUSSION:

Due to the short timeline until the planned January 2025 start date, the Registrar's Office, Curriculum Committee and Education Council Chairs discussed the possibility of delegating approval authority for these changes, which would normally require EdCo approval, to Curriculum Committee.

If Education Council agrees with this approach, changes could be approved at the October 15, 2024 Curriculum Committee meeting.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: October 1, 2024

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	October 8, 2024
ISSUE:	Revisions to Optician Diploma program and removing provisionally approved status

BACKGROUND:

Continuing Studies launched the international Optician Diploma program in January 2023. The program was provisionally approved by Education Council in September 2021. The curriculum was licensed from Stenberg College, and the program is delivered at the Stenberg College campus in Surrey.

The program has earned "accreditation with conditions" status with [Accreditation Canada/Equal](). The next accreditation review will take place in the spring of 2025, and the goal is to obtain "accredited" status. Graduates of VCC's program are eligible to write the National Alliance of Canadian Optician Regulators (NACOR) exams.

There have been a number of smaller curriculum adjustments since the original approval, aimed at supporting student success:

- Increasing the attendance requirement from 80% to 90%
- Updating pre-requisites and adjusting the course order to improve the flow of the program
- Clarifying passing grades for lab courses
- Adjusting theory course evaluation plans to support student readiness for lab courses

The Provisional Approval of New Programs Committee met four times to receive updates on program status and provide guidance and support. There were discussions around student success, services and supports, including English language support, and assessments.

Students are reporting high satisfaction with the program and instructors, and almost all graduates in the first cohort passed both National Alliance of Canadian Optician Regulators (NACOR) exams.

Based on student and instructor feedback, the schedule will change to a 4-day week as of January 2025. Theory courses will be delivered at VCC's Downtown Campus, while lab courses will continue to run at the Stenberg College campus. This change will provide students easier access to support services and opportunities to engage with the VCC community.

DISCUSSION:
The department is proposing some additional program updates, most notably to increase the minimum math grade for admission from 'C-' to 'C.' A math grade of 'C-' is an unusually low requirement. Instructors are reporting that students are struggling with math content in theory courses, despite additional support being offered by instructors and referrals to the Learning Centre. Both Curriculum Committee and the Provisional Approval Committee discussed the math requirement and strategies for student support at length.

The department believes it would benefit students to enter the program with more robust math skills, even though most students ultimately succeed in the program. International Education agreed with the change to the math requirement effective September 2025.

Some recommendations to be considered for the program in the future include exploring opportunities for prior learning and assessment (PLAR) and potentially adjusting the grading scale (to 71% for a B-).

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Optician Diploma.

THAT Education Council provide final approval for the Optician Diploma program, removing the provisionally approved status.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 7, 2024

Program Change Request

Date Submitted: 08/09/24 11:25 am

Viewing: **Optician Diploma**

Last approved: 07/27/23 8:56 am

Last edit: 09/25/24 2:06 pm

Changes proposed by: rbennett

Program Name:
Optician Diploma

Credential Level: Diploma

Effective Date: September 2025 2023

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department Optician Diploma (6255)

Contact(s)

Approval Path

1. 08/09/24 11:28 am Rebeccah Bennett (rbennett): Approved for 6255 Leader
2. 08/09/24 11:30 am Claire Sauve (csauve): Approved for Senior PC
3. 08/12/24 8:41 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 10/07/24 2:08 pm Darija Rabadzija (drabadzija): Approved for Curriculum Committee

History

1. Oct 14, 2021 by Rebeccah Bennett (rbennett)
2. Dec 9, 2021 by Nicole Degagne (ndegagne)

3. Dec 9, 2021 by Nicole Degagne (ndegagne)
4. Dec 15, 2021 by Darija Rabadzija (drabadzija)
5. Oct 7, 2022 by Darija Rabadzija (drabadzija)
6. Oct 11, 2022 by Darija Rabadzija (drabadzija)
7. Dec 15, 2022 by Nicole Degagne (ndegagne)
8. Mar 22, 2023 by Darija Rabadzija (drabadzija)
9. Jun 6, 2023 by Darija Rabadzija (drabadzija)
10. Jun 22, 2023 by Rebeccah Bennett (rbennett)
11. Jul 27, 2023 by Darija Rabadzija (drabadzija)

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

Program Content Guide

Purpose

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

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

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

Admission Requirements

Grade 12 graduation or equivalent

~~Knowledge of English demonstrated by one of the following:~~ English Studies 12 ~~or Communications 12~~ with a minimum 'C-' grade, or equivalent ~~grade or equivalent, or~~

~~Academic IELTS 6.0 (no band lower than 6.0), or TOEFL iBT 80~~ Foundations of Math 11 with a minimum 'C' grade, ~~'C-' grade~~ or equivalent

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide the best care for patients.

	Upon successful completion of this program, graduates will be able to:
PLO #2	Practice within relevant legislation, Standards of Practice & Guidelines, and Code of Ethics set out by the College of Opticians of BC.

	Upon successful completion of this program, graduates will be able to:
PLO #3	Build and maintain collaborative relationships with patients, colleagues, and industry professionals.
PLO #4	Provide ethical and transparent patient-centred care and service that recognizes and respects the diverse needs of each individual.
PLO #5	Apply essential knowledge of optics, ocular anatomy, physiology, and pathology to make informed decisions about opticianry practice.
PLO #6	Demonstrate safe and competent practice in all aspects of dispensing eyeglasses, contact lenses, and low-vision devices.
PLO #7	Provide patient-centred care and education throughout the dispensing process from initial assessment to follow-up care.
PLO #8	Integrate acquired knowledge and skills to recommend and sell products based on patient's lifestyle requirements.
PLO #9	Apply professional business management skills to opticianry practice.
PLO #10	Accurately perform vision assessments using an automated refraction system.
PLO #11	Recognize the need to engage in continuous learning to maintain and enhance ability to better serve patients.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

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

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

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

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

Term four includes a final preceptorship which prepares the student for the role and expectations of the graduate. In addition to the diploma, students will also receive one or more industry-relevant certifications.

Evaluation of Student Learning

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

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

Students must receive a minimum 'B-' (2.67) in ~~68% in~~ all Theory courses and a satisfactory (S) grade in the Lab courses, the Consolidated Practice Experiences and Preceptorship in order to graduate.

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

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

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

Students must meet 90% attendance in order to pass all courses. Absences and special leaves may be considered with Program Coordinator approval.

Recommended Characteristics of Students

~~Ability to listen empathetically and communicate effectively with a diverse patient populationGood computer skills including correct typing technique and experience with the Internet, Windows, and Microsoft Office~~ A sincere interest in working with patients in a sales environment

Excellent hand-eye coordination and manual dexterity

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

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

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

Good organization skills with an attention to detail

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

Creativity and mathematical aptitude are assets

Courses

Plan of Study Grid

First Year

Term One	Credits
OPTC 1100 Customer Service & Professional Communications	1.5
OPTC 1110 Anatomy & Physiology of the Eye	4
OPTC 1120 Professional Practice & Office Procedures	1.5
OPTC 1130 Foundations of Optics	4

OPTC 1140 Eyeglasses Theory   8

      Credits   19

Term Two

OPTC 1210 Eyeglasses Lab   5.5

OPTC 1220 Eyeglasses Fabrication & Design   2.5

OPTC 1230 Customer Service & Professional Communications   21.5

OPTC 1240 Low Vision Conditions & Devices   2

OPTC 1250 Consolidated Practice Experience: Eyeglasses   4

      Credits   15.5

Second Year

Term Three

OPTC 2310 Sales & Marketing Skills for the Entrepreneur   2.5

OPTC 2320 Contact Lens Theory   8

OPTC 2340 Contact Lens Lab   6

OPTC 2350 Consolidated Practice Experience: Contact Lenses   4

      Credits   20.5

Term Four

OPTC 2420 Business Management for the Entrepreneur   2.5

OPTC 2430 Refractive Conditions & Automated Refraction   2

OPTC 2450 Preceptorship   5.5

OPTC 2440 Program Review and License Exam Prep   1

      Credits   11

      Total Credits   66

Transcript of Achievement

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		3.33
B	72-75		3.00
B-	68-71	Minimum progression	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

  The instructors have provided on-going feedback that many students struggle with the math component in the theory courses, and have asked that we raise the Math minimum grade to a 'C'.

  I changed the order of some of the recommended characteristics, and also made the hand eye coordination/ dexterity stand alone based on instructors feedback.

Are there any
expected costs to
this proposal.

  None

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Instructor feedback about students math abilities coming into the program. Feedback also received about manual dexterity requirements coming into the program.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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This program is for: International

Marketing Description

Learn the science of eyeglasses, contact lenses, low vision devices, and automated refraction while gaining the professional skills needed to work as an optician in Canada.

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2024

ISSUE: Curriculum Development and Approval (410) Policy & Procedures

BACKGROUND:
The policy was last updated in 2018 and underwent a full scheduled review. Revisions focused on embedding RFQ Program Framework considerations (Enrolment **R**isk Mitigation, **F**inancial Costing and Educational **Q**uality) into curriculum development and approval processes. Two new elements were introduced into the policy:

- Program/Credential Benchmark Report: This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.

- Curriculum Delivery Framework: The purpose of this document is to ensure early discussions at various College levels about the implementation of proposed new programs or program changes, with a focus on standardization and alignment with other institutions. The goal is to improve the student experience, support recruitment efforts, and increase operational efficiency.

Overall, procedures were reworked to outline the different types of changes to programs and curriculum, the applicable approval pathways for each, and the assignment of responsibilities for development and approval.

Supporting documents to this policy will include the Curriculum Delivery Framework and Exemption Request, and flowcharts illustrating approval pathways for program and curriculum changes. The concept paper template will also be updated.

DISCUSSION:
Vice President Academic & Research David Wells and Registrar Dave McMullen presented drafts of the revised policy and procedures at several Education Policy Committee meetings. The documents were also discussed at Education Council Planning Day in June 2024. Based on feedback, further revisions were made, mostly to organize and streamline content and clarify the different approval pathways, including a simplified pathway for minor changes.

The policy and procedures were posted for College feedback from September 4–25, 2024. Feedback was supportive of the policy, particularly the goal of standardizing term structures and associated improvements in operational efficiency and student experience. Education Policy Committee requested only minor wording changes at its October 2, 2024 meeting and unanimously recommended the policy

for approval.

Additional Note:

The approval body for this proposed policy revision is currently the Board of Governors with Education Council advice. The Chairs of Curriculum Committee and Education Council are proposing to change approval authority to joint approval of Education Council and the Board of Governors. The most relevant clauses from the College and Institute Act guiding this proposal are 23(1)(b) and 24(2)(f):

> **23** (1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters: […] (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;

> **24** (2) Subject to the policy and directives established under section 2 (1) (a), the education council has the power and duty to do all of the following: […] (f) set curriculum content for courses leading to certificates, diplomas or degrees.

The policy and its associated procedures are concerned with proposals for implementation of courses or programs, which is clearly under the Board approval/EdCo advice umbrella of section 23. We agree that this policy should have Board approval. However, the policy is also about curriculum content approvals, which fall within EdCo's jurisdiction. A joint approval process recognizes that both the Board and Education Council have areas of responsibility and authority within this policy and meets the legislated responsibilities of both bodies.

This proposal will be brought for discussion at the Education Council meeting.

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve the change of approval body for this policy to joint Education Council and Board of Governors approval.

THAT Education Council approves, and forwards to the Board of Governors for joint approval, the revised Curriculum Development and Approval (410) policy and procedures.

PREPARED BY:	Louise Dannhauer, Chair, Education Policy Committee
	Natasha Mandryk, Chair, Education Council
DATE:	October 2, 2024

Curriculum Development and Approval

Policy Number 410
Effective Date – Policy TBD
Effective Date – Procedures TBD
Last Full Review Date November 18, 2018
Next Scheduled Review Date November 2023
Approval Body Board of Governors and Education Council Jointly
Policy Sponsor Vice President Academic & Applied Research
Review Body Education Policy Committee
Responsible Authority Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering curriculum that is current, relevant, of the highest quality, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all curriculum at the College.

Scope and Limits

This policy applies to all new credentials and new and revised curriculum, programs, and courses (credit and non-credit) at the College, including credit and non-credit.

The Board of Governors approves all new credentials and the implementation of new and substantial revisions to programs with advice from Education Council and the Finance and Audit Committee. Education Council is the final approval body for all new courses and new and revised curricula. Education Council has established criteria that define certain changes to curriculum as "minor" and has delegated authority to its Curriculum Committee to approve them.

Policy Principles

1. Curriculum at VCC:
    a. is consistent with the College's mission, goals, educational priorities, and plans;
    b. meets the College's standards of excellence;
    c. addresses community and/or industry needs;
    d. supports student success;
    e. promotes accessibility, justice, equity, diversity and inclusion of all learners;

  f. promotes the integration of Indigenous Knowledge, perspectives, and ways of being in teaching and learning practices; and

  g. promotes responsible use of College resources.

2. VCC uses systematic practices and procedures for the development of curriculum that:
    a. enhance enrolment;
    b. improve the student experience;
    c. support operational efficiencies;
    d. engage internal and external parties;
    e. are transparent;
    f. are current and relevant;
    g. comply with relevant VCC policies, procedures, guidelines, and operational standards.

3. This policy is part of a broader framework designed to strengthen and maintain programs and courses offered by the College. This includes governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The goal is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.

4. Curriculum development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system. Through the curriculum proposal (the Proposal) process CIM allows Curriculum Leads to create or edit programs and courses, and electronically submit them into the governance approval process.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
    a. Centre for Teaching, Learning and Research (CTLR) will assist with the designing and mapping of curriculum.

b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.

c. Finance will assist with completing program costing.

Curriculum Development & Approval Process

3. The following sections detail the types of curriculum development:
   A. Program Change
   B. Major Curriculum Change
   C. Minor Curriculum Change
   D. Continuing Studies Non-Credit courses

4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures. Talk to CTLR, the Registrar's Office, or Curriculum Committee for guidance.

A. Program Change

5. Program change refers to all proposals related to:
   a. New program development
   b. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses.
   c. Revisions to programs resulting from program renewal or accreditation recommendations
   d. Revisions to programs resulting from a program suspension process per Policy 414 Suspension and/or Discontinuance of Programs

6. A Program/Credential Benchmark Report will be prepared by the Dean (or designate). This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.

   a. For programs in a renewal and/or accreditation process, the Benchmark Report will be provided to the Program Renewal Steering Committee (refer to Program Review and Renewal Procedures) or Accreditation committees to support their final recommendations.
   b. For programs in the program suspension process, the Benchmark Report will be provided to the Program Feasibility Working Group (refer to Policy 414 Suspension and/or Discontinuance of Programs) to support their recommendations. The Feasibility Working Group's report will be completed prior to the development of a concept paper to re-start the program.

7. To initiate approval for a Program Change in response to the Benchmark Report, the Dean must submit a concept paper and program costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.

8. The Vice President, Academic & Applied Research may waive the requirements to complete a concept paper and/or benchmark report.

9. The concept paper and benchmark report will go to Education Council and the Board of Governors (Board) for information.

10. Upon approval of the Concept Paper by Senior Team, the Curriculum Lead may begin curriculum development and will submit the required curriculum proposal(s) for approval.

11. The curriculum proposal must be developed in collaboration with the department, CTLR, Registrar, and other relevant internal parties including but not limited to:
    a. Indigenous Education & Community Engagement;
    b. IT;
    c. Facilities;
    d. International Education; and
    e. Disability Services.

12. The curriculum proposal must be compatible with third party requirements, which may be contractual, or related to affiliation or accreditation.

13. Following approval by the Department Leader and Dean, Curriculum Committee reviews the curriculum proposal and may:

    a. Recommend approval of revisions and new curriculum to Education Council.
    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

14. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.

15. The Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal.

16. Education Council may:
    a. Approve or conditionally approve proposed revised or new curriculum. (Conditional approval requires that the Curriculum Lead implement recommended revisions and that the revised curriculum is reviewed and approved by the Curriculum Committee Chair prior to implementation.)
    b. Return curriculum proposals to the Department for further revisions and/or consultation.

17. The Education Council Chair presents recommendations to the Board concerning approval of new credentials and the implementation of new programs or substantial revisions to existing programs.

18. Any affiliation agreements required as part of the curriculum proposal must be approved per Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

19. The office of the Vice President, Academic & Applied Research coordinates submissions to the Ministry of Post-Secondary Education and Future Skills (Ministry) as follows:
    a. Diplomas and certificates that ladder into diplomas are posted for 30 days on the Post Secondary Institution Proposal System (PSIPS). Comments and feedback are forwarded to the VP Academic and responded to as needed.
    b. Degree programs are submitted to the Degree Quality Assessment Board (DQAB) for approval. Timelines for DQAB reviews are set by DQAB. The College will respond to reviews as required.
    c. Programs requiring change to credential tuition rates beyond the legislated limits are submitted to the Ministry's Strategic Policy and Initiatives Branch for consideration of new tuition rates.

20. The Board may approve new credentials, program implementation, and tuition while they are under Ministry review.

21. Program tuition and fees are approved by the Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees.

B. Major Curriculum Change

22. Major curriculum change refers to all proposals related to:
    a. New courses.
    b. Revisions to programs that:
        i. Do not impact total program hours, credits, or cost (if program hours, credits, or cost are affected, Program Change procedures apply),
        ii. Affect existing program implementation requirements, or
        iii. Are not within the scope of Education Council's guidelines on minor curriculum change.

23. The curriculum proposal must be done in collaboration with the department, CTLR, Registrar, and other relevant internal parties as needed, including but not limited to:
    a. Indigenous Education & Community Engagement;
    b. IT;
    c. Facilities,
    d. International Education; and
    e. Disability Services.

24. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.

25. Curriculum Committee reviews the curriculum proposal and may:

     a. Recommend approval of major revisions and new curriculum to Education Council.

     b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

26. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.

27. Education Council may:

     a. Approve or conditionally approve proposed revised or new curriculum (conditional approval requires that recommended edits are reviewed and approved by the Curriculum Committee Chair prior to implementation).

     b. Return curriculum proposals to the Department for significant further revisions and/or consultation.

28. Any affiliation agreements required as part of the curriculum proposal, must be considered and approved pursuant to Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

29. If the new course(s) are a required part of a program/credential and impact the total program hours, credits, or cost, also follow the Program Change procedures above.

30. For new courses that are not a required part of a program or credential:

     a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.

     b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees Policy.

C. Minor Curriculum Change

31. Minor curriculum change refers to all proposals related to:

     a. revisions to existing courses (except changes to credits or hours), and

     b. revisions to existing programs that do not have any implementation requirements, and

     c. are within the scope of Education Council's guidelines on minor change.

32. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation requirements).

33. Curriculum Committee reviews the curriculum proposal and may:

     a. Approve minor changes.

     b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

34. The Curriculum Committee Chair presents a summary of minor changes to Education Council for information on a regular basis.

D. Continuing Studies Non-Credit Courses

35. All Continuing Studies non-credit courses and course revisions are recorded in CourseLeaf and are approved by the Continuing Studies Dean.
36. Continuing Studies provides an annual report of non-credit courses to Education Council.

Responsibilities

37. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the curriculum delivery framework or previously-granted curriculum delivery framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.

38. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework. Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.

39. The Department Leader and School Dean provide initial approval of all new or revised curriculum.

40. The Curriculum Lead is typically the individual responsible for bringing these changes before Curriculum Committee and Education Council.

41. The School Dean is responsible for ensuring that:
    a. any new or revised curriculum has been costed appropriately, and
    b. any significant financial requirement for the College or students has been identified, and
    c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

42. The Curriculum Lead is required to conduct appropriate internal and external consultations for all Program Change and Curricular Change. CTLR assists in identifying appropriate areas to consult based on the scope of curriculum changes.

43. Requests for consultation must provide relevant parties with adequate time to provide feedback and recommendations.

44. Faculty within the department must be consulted prior to curriculum being presented to Curriculum Committee.

45. Curriculum Committee and Education Council have the authority to require further consultations as deemed appropriate.

46. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes.

Timelines

47. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.

48. Program Changes should be approved at least 9-12 months prior to the planned effective date. Curricular Changes should be approved at least 6 months prior, except for minor changes.

Communication and Record Keeping

49. Following Education Council approval, a formal resolution is sent by the Education Council Office to key implementation areas within the College and is posted on the website.

50. Following Board approval, a formal resolution is sent by the Board Office to key implementation areas within the College and is posted on the website.

51. The Education Council Office saves an electronic copy of approved program and course curricula in a location accessible to all employees.

52. Official curriculum documents are archived by the Registrar's Office in compliance with VCC's Policy 520 Record Management and Records Retention Schedule.

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, and student evaluation methods.

Term	Description
Curriculum Change	The creation, modification, or elimination of individuals courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council.
Curriculum	The planned sequence of instruction for a program or course.
Curriculum Delivery Framework	A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are: 1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction
Curriculum Lead	The Department Leader or Instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.
Post-secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.
Program Change	New program development or revisions to programs related to: - Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per policy 414 Suspension and/or Discontinuance of Programs.

Term	Description
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by Public post-secondary institutions (In B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Program Review and Renewal	403
Records Management	520
Requirements for Student Attendance and Participation	326
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- College and Institute Act, RSBC 1996, c 52
- IRCC Regulations