Vancouver Community College Education Council
Meeting Agenda
October 8, 2019
3:30–5:30 p.m. VCC Downtown Campus, Room 240

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**			1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Academic Master Plan	Info	D. Wells	10 min		
	b. Program & Education Service Renewal Schedule	Info	D. Wells	5 min	✓	**8-11**
	c. EdCo Planning Calendar 2020	Info	E. Ting	2 min	✓	**12**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee		T. Rowlatt			
	i. New Courses: HAIR 0900 & HAIR 0901	Approval	L. Griffith/ L. Dannhauer	5 min	✓	**13-21**
	ii. Program Update: Esthetics & Spa Therapy Certificate	Approval	L. Griffith/ L. Dannhauer	10 min	✓	**22-42**
	iii. New Certificate Programs: Administrative Professional 1 & Administrative Professional 2	Approval	H. Roberts	10 min	✓	**43-115**
	iv. Omnibus Motion: PLAR Language	Approval	T. Rowlatt	5 min	✓	**116-119**
	v. Curriculum Development Time Frame 2020	Info	T. Rowlatt	2 min	✓	**120**
	b. Policy Committee					
	i. D.4.2 Student Complaints	Info	J. Demeulemeester	10 min	✓	**121-130**
	c. Appeals Oversight Committee	Info	A. Candela	5 min		
	d. Quality Assurance Committee					
	i. Program and Education Service Renewal Reports: • Administrative Assistant	Info	T. Rowlatt	5 min	✓	**131-161**

	• Baking and Pastry Arts					**162-182**
	• Health Unit Coordinator (HUC)					**183-197**
	• Jewellery Art & Design (JADE)					**198-212**
	• Centre for Teaching, Learning & Research (CTLR)					**213-216**
ii.	Accreditation Report: • Practical Nursing & Access to Practical Nursing	Info	T. Rowlatt	5 min	✓	**217-223**
iii.	Curriculum Development Funds Update	Info	T. Rowlatt	5 min	✓	**224-228**
8.	**RESEARCH REPORT**	Info	E. Ting	5 min		
9.	**CHAIR REPORT**	Info	E. Ting	5 min		
10.	**STUDENT REPORT**	Info	G. Kaur	5 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		

Next meeting: November 12, 2019
3:30–5:30 p.m., BWY, room 5025

Education Council Planning Day:
November 29, 2019
8:30 a.m.–12:00 p.m.
Broadway-B, room 1228

Planning Day Lunch:
12:00–1:00 p.m.
Broadway-B, room 1227

Curriculum & Education Policy
Committee Planning Sessions
1:00–4:00 p.m.
Broadway-B, rooms 1227 & 1228

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT–MEETING MINUTES
September 10, 2019
3:30–5:30 p.m. VCC Broadway Campus, Room 5025

ATTENDANCE

Education Council Members	Guests
Elle Ting (Chair)	Claire Sauvé
Andrew Candela	Denis Seremba
David Wells	Hila Copman
Heidi Parisotto	Janet Theny
Jo-Ellen Zakoor	Janita Schappert
John Demeulemeester	Jacqueline Shehadeh
Natasha Mandryk	Jennifer Giesbrecht
Nona Coles	Julie Gilbert
Paul Yeung	Justin Ewart
Shawna Broekhuizen	Laurence Mollerup
Todd Rowlatt	Nadia Kawas
Regrets	Phoebe Patigdas
Denise Beerwald (Vice Chair)	Sarah Murray
Dave McMullen	Shirley Lew
Gurpreet Kaur	Sydney Sullivan
Karen Crossett	**Recording Secretary**
Robert Kunka	Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

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

3. ADOPT AGENDA

> **MOTION:** THAT Education Council adopt the September 10, 2019 agenda as presented.
>
> **Moved by P. Yeung, Seconded & CARRIED (Unanimously)**

4. APPROVE PAST MINUTES

> **MOTION:** THAT Education Council adopt the June 11, 2019 minutes as presented.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Website Redesign

- N. Kawas and H. Coopman presented updates to the program and course pages on the VCC website. Some information (e.g., admission requirements) is directly imported from CourseLeaf, while other content has been rewritten by J. Giesbrecht. Changes were made only to marketing information fields at the bottom of CourseLeaf pages, not to program content guides or course outlines. J. Giesbrecht added that marketing content is reviewed by departments before being posted online.
- Five departments have gone through the website update process so far; the remaining program descriptions will be updated gradually after the website launch in the fall.
- There was a discussion about course room numbers, which are currently not part of the new website. Any feedback regarding the website can be sent to webmaster@vcc.ca.

b) Concept Paper: VR/AR Design and Development Diploma

- S. Lew and J. Shehadeh presented the concept paper for this new joint offering with Vancouver Film School (VFS). Students complete the first term of foundational courses at VCC, followed by two terms at VFS and a final practicum term at VCC.
- N. Mandryk raised questions about access and diversity, due to all-male faculty at VCC and VFS, higher tuition at the private institution, and the challenge for students with disabilities of completing the program in the prescribed time frame. J. Shehadeh acknowledged the dearth of female applicants for instructor positions, while the PAC includes female members. The partnership with VCC allows students to complete pre-requisites to enter VFS, and VCC UT courses will presumably be offered at the usual UT rates. The time limit is necessary in this rapidly evolving field to ensure students' knowledge is current at the start of the practicum.
- T. Rowlatt raised questions about VCC as the credential-granting institution, since VFS teaches the higher-level content, and students complete a practicum in the final term, rather than returning to VCC for classes. J. Shehadeh responded that VCC will hire an instructor with expertise in the field, who will be able to assist students during their practicum and grade their final projects.
- E. Ting inquired how VCC's program compares to BCIT's AR/VR offering. J. Shehadeh explained that BCIT's offering, consisting of four courses, is not comparable to the VCC diploma program, since it only provides an overview and does not equip students to immediately enter the workplace without further training or practice.

c) Annual Report: Admission Requirements & English Language Proficiency Requirements Update

- D. Seremba presented the updated English Language Proficiency Requirements webpage, which has been developed based on consultations with various College departments and student feedback. The Registrar's Office is working with International Education on merging all English language requirements into one document.
- Link: https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/ For additional information about English Language Proficiency Standards in B.C., please visit: https://www.bccat.ca/pubs/English_Language_July_2019.pdf.

d) 2020 Education Council Meeting Dates

> **MOTION:** THAT Education Council approve the 2020 Education Council Meeting Schedule as presented.
>
> **Moved by P. Yeung, Seconded & CARRIED (Unanimously)**

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program & Course Deactivations: LPN Perioperative Program Advanced Certificate

MOTION: THAT Education Council approve the deactivation of the LPN Perioperative Program Advanced Certificate and three courses: NURS 1130, NURS 1131 and NURS 1132.

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

- T. Rowlatt explained that the Ministry did not approve funding or implementation of this program, which has therefore not been presented to the Board of Governors for approval. The PCG will be shredded in CourseLeaf and the courses deactivated.

ii) Course Deactivation: HOSP 4260

MOTION: THAT Education Council approve the deactivation of HOSP 4260 Strategic Planning.

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

- T. Rowlatt explained that this course was incorrectly included in the Bachelor of Hospitality Management list of courses, instead of GNED 4260 Sustainability in Business. The PCG has been corrected, and HOSP 4260 can be deactivated, since it is not part of any active program.

iii) New Courses: BIOL 2106, 2204, 2216

MOTION: THAT Education Council approve, in the form presented at this meeting, three new Biology Courses: BIOL 2106 Invertebrate Zoology, BIOL 2204 Plant Biology, and BIOL 2216 Comparative Vertebrate Zoology.

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

- T. Rowlatt presented the proposal for three new transferrable second-year courses, which will support the launch of the Associate of Science degree.

iv) New Courses: CMPT 2225, 2276, 2295

MOTION: THAT Education Council approve, in the form presented at this meeting, three new Computing courses: CMPT 2225 Data Structures and Programming, CMPT 2276 Intro to Software Engineering, and CMPT 2295 Intro to Computer Architecture.

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

- T. Rowlatt presented the proposal for three new transferrable second-year courses, which will support the launch of the Associate of Science and Associate of Arts degrees. Changes requested by Curriculum Committee were completed before submission to Education Council.

v) New Courses: ELSK 0346, 0347, 0446, 0447

MOTION: THAT Education Council approve, in the form presented at this meeting, four new courses: ELSK 0346, ELSK 0347, ELSK 0446 and ELSK 0447.

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

- T. Rowlatt presented the LINC department's proposal for four new beginner level English pronunciation and grammar courses, which complement existing courses at the intermediate and advanced levels. The courses are not covered by the LINC contract, but are tuition-reimbursable through the AUG funding. In consultation with the Registrar's Office, course codes were changed from SETL to ELSK.

vi) Program Update: Fashion Merchandising Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the revisions to the Fashion Merchandising Certificate program and eight (8) courses.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- T. Rowlatt presented the proposed revisions as an interim step to update the curriculum before the formal program renewal in 1 ½ years. Changes requested by Curriculum Committee were completed before submission to Education Council.

vii) Program Update: Makeup Artistry Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the revisions to the Makeup Artistry Certificate program and eight (8) courses.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- T. Rowlatt presented proposed revisions, including an increase in hours to give students more time to practice. The 11-credit program does not align with the 18-credit minimum in policy C.1.3 Granting of Credentials; the department is aware and will address this during the formal program renewal in 1 ½ years. The current revisions are required as an interim step to update the curriculum first developed in 2010. Education Council had no concerns.

viii) Program Update: Music Diploma

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the revisions to the Music Diploma program content guide and 41 course outlines for Preparatory Music and Music Diploma courses.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- T. Rowlatt and L. Mollerup presented the proposal for minor revisions to correct errors from the large curriculum revisions in 2018. In addition, the number of credits for full-time status was reduced to match current practice in the Registrar's Office.

b) Policy Committee

i) A.1.2 Student Appeal to Board of Governors

> **MOTION:** THAT Education Council recommends the Board of Governors approve revisions to A.1.2 Student Appeal to Board of Governors policy and procedures.
>
> **Moved by J. Demeulemeester, Seconded & CARRIED (Unanimously)**

- J. Demeulemeester explained that policy A.1.2 Student Appeal to Board of Governors concerns a student's right to appeal suspension or expulsion from the College by the President. Some of the changes were a response to a legal opinion obtained by the Board, stating that the Board should have greater power to review the President's decisions on expulsion or suspension. Proposed revisions also expand grounds for appeal beyond questions of procedural fairness and substantive new information. Committee also recommended the Board pay for translators if required by appealing students.
- J. Demeulemeester emphasized that appeals to the Board are rare, and widening grounds for appeal in A.1.2 does not constitute an argument to expand grounds for appeal in other policies.
- The motion was reworded from "advising" the Board to "recommending approval" of revisions.

c) Appeals Oversight Committee

- A. Candela reported that P. Patigdas (SUVCC) and H. Parisotto have joined the committee. The next Tribunal Training Day is planned for February 21 or 28, 2020.

d) Quality Assurance Committee

i) QAPA Summary

- T. Rowlatt reported that VCC received a very positive Ministry response to the QAPA review. He thanked everyone who contributed to the process, especially J.-E. Zakoor, P. Fahim, K. McNaughton and the departments involved.

ii) Annual Program Reviews Summary Report 2018

- T. Rowlatt presented the report and highlighted key themes, including space renovations and equipment needs, international and Indigenous student recruitment, and experiential and blended learning.

iii) Program Renewal Report: TESOL

- T. Rowlatt presented the report for information. The main recommendation was to move the TESOL program to the School of Instructor Education. Renewal of the TESL Canada accreditation in 2020 is part of the Action Plan.

8. RESEARCH REPORT

- E. Ting reported that the REB will soon renew its membership and is recruiting institutional members to fill vacancies. Research Day is planned for the third week of November, and the Annual Report will be presented in October or November.

9. CHAIR REPORT

- E. Ting presented the Education Council Annual Report 2018 and reminded members of 2019 Education Council election timelines. She noted that D. Wells has taken over the position of Vice President, Academic and Applied Research from K. McNaughton. The Education Council Planning Day will take place on November 29 or December 6; members were asked to indicate their availability and to suggest topics for discussion.

10. STUDENT REPORT

- S. Sullivan has replaced V. Skalicky as SUVCC Executive Director, and new SUVCC Organizer P. Patigdas will work with Education Council and its Standing Committees going forward. Upcoming events include SUVCC elections and the UPass referendum. SUVCC has launched a Deals App for student discounts, and is endorsing various campaigns, including Knock Out Interest on Student Loans; Our Time is Now, encouraging students to vote in federal elections; United Way's Period Promise; and a bill banning conversion therapy.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 8, 2019 3:30-5:30 p.m., room 240 DTN.

  MOTION: THAT Education Council adjourn the September 10, 2019 meeting.

  Moved by E. Ting, Seconded & CARRIED (Unanimously)

- The meeting was adjourned at 5:08 p.m.

Elle Ting
Chair, VCC Education Council

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2019

ISSUE: Program and Service Renewal Schedules for 2019-2024 and status update on Renewals & Accreditations for 2018/19

BACKGROUND:
The Quality Assurance Committee is tasked with ensuring that program/service renewals and accreditations are completed as required, and that we track the action plans resulting from those renewals.

Over the summer of 2019, the Committee Chair and Education Council Assistant have improved our storage and tracking process for renewal/accreditation reports. A new J:drive folder is set up for the work of QAC, and we have moved all copies of older renewal reports that the Committee has into it. We have also set up spreadsheets to track progress of renewals.

DISCUSSION:
David Wells, Vice President Academic & Applied Research, has provided a refreshed renewal schedule for programs and services for 2019-2024. Please see the attachments.

The College scheduled 21 renewals last year (a much larger number than usual). The departments and CTLR have done exceptional work, and the renewals are all complete or well underway.

The current status of the renewals and accreditations scheduled for 2018/19 are:

Area	Type	Status
Administrative Assistant	Program Renewal	Complete
Automotive Service Technician	Accreditation	Underway; external visit complete
Baking & Pastry Arts	Program Renewal	Complete
Business/Leadership/Event Planning	Program Renewal	Complete
CAD/BIM	Accreditation	Underway; self-study complete
CTLR	Service Renewal	Complete
Counselling Services	Service Renewal	Nearing completion; ETA Fall
Deaf & Hard of Hearing	Program Renewal	External report received; ETA Dec
Fashion Merchandising	Curriculum Review	Complete
Health Unit Coordinator	Program Renewal	Complete
Interpreting Services	Service Renewal	Complete
Jewellery Art & Design	Program Renewal	Complete

Learning Centre	Service Renewal	Complete
Makeup Artistry	Curriculum Review	Complete
Music Degree	Program Renewal	External report received; ETA Oct/Nov
Network Technology	Program Renewal	Complete
OPTA	Accreditation	Complete but awaiting final report; ETA Fall
Office Administration (CS)	Curriculum Review	Switched from full renewal to curriculum review due to credit issues. Focused on syllabus level improvements.
Pharmacy Technician	Accreditation	Complete
Practical Nursing	Accreditation	Complete
TESOL	Program Renewal	Complete

PREPARED BY: Todd Rowlatt, Chair, Quality Assurance Committee

ATTACHMENTS: Program Renewal Schedule, 2019-2024
Service Renewal Schedule, 2019-2024

DATE: September 25, 2019

Program Renewal Schedule

*Updated September 2019

SCHOOL	2019/2020	2020/2021	2021/2022	2022/23	2023/24
Continuing Studies	Building Manager	Fashion Merchandising	Makeup Artistry	OACP Programs	ECCE
	Interior Design (suspended)	Business & Technical Writing	Paralegal		Fashion Arts
	Office Administration Certificate programs				MDRT
					Renal Dialysis
Trades, Technology & Design		Automotive Collision & Refinishing			
Arts & Sciences		CACE – Retail & Hospitality	EAL Pathways		
Health Sciences	Dental Reception Coordinator	Certified Dental Assisting	Dental Technology Sciences		
	Health Care Assistant	Dental Hygiene			
	BSc-Nursing (BCCNP review)	Medical Laboratory Assistant			
	Pharmacy Technician	Practical Nursing (CASN review)			
Hospitality, Food Studies, & Applied Business		Medical Office & Medical Transcription			
		Hospitality Management Degree			
School of Instructor Education			e-Learning		

Legend:		
Program Renewal		
Curriculum Review		
Accreditation		

Notes:
Certified Dental Assisting and Dental Hygiene site visits scheduled for 2021/22 but accreditation funds required prior year for report preparation

Education Services Renewal Schedule

*Updated September 2019

2019/2020	2020/2021	2021/2022	2022/23	2023/24
1. Academic Advising & Assessment Services 2. Financial Aid 3. Registrar's Office	1. Arbiter of Student Issues 2. Indigenous Education 3. International Education 4. Library	1. Conduct Officer 2. CS Office & Registrar 3. Disability Services 4. Institutional Research 5. Student Services Centre		

2018/2019

1. Centre for Teaching, Learning & Research – Complete
2. Counselling Services – in progress (ETA: Fall 2019)
3. Interpreting Services – Complete
4. Learning Centre – Complete

EDCO CALENDAR
DRAFT - Updated: July 2019

	JAN	FEB	MAR	APR	MAY	JUN	SEP	OCT	NOV	DEC	As required
AT EACH MEETING											
- Approve minutes of previous meeting - Review action items - Chair Report - Research Ethics Board Report - Student Report Committee Reports: - Curriculum Committee Business - Education Policy Committee Business - Appeals Oversight Committee Business - Quality Assurance Committee Business	X	X	X	X	X	X	X	X	X	X	
ANNUAL UPDATES/REPORTS											
EdCo Annual Report (EdCo Chair)					X						
Deans and Directors		X	X	X							
Strategic Innovation Plan Update					X				X		
Academic Plan (VP Academic)			A				X			X	
Enrolment Plan (IR)	X		A								
Budget Update (VP Admin)				X							
Campus Master Plan Update									X		
Contract Training (Tanis Sawkins, PDO)					X						
Affiliation Agreements (VP Academic)		X									
Academic Schedule (IR)				A							
Admission Requirements Update (RO)							X				
EdCo and Committees Meeting Schedule							A				
EdCo Planning Calendar								X			
MEMBERSHIP											
Elect EdCo Members (RO)								X			
Elect EdCo Chair, Vice Chair, Executive									X		
Elect Standing Committee Chairs (Curriculum, Education Policy, Appeals Oversight, Quality Assurance)									X		
Appoint Admin. Representatives (VP Academic)								X			
Select Standing Committee members									X		
Training/Orientation for new Committee Chairs	X										
EdCo member orientation									X		X
Standing Committee member orientation										X	X
CURRICULUM DEVELOPMENT											
Update on CD funding (QAC Chair)				X							
Program Renewal Schedule (VP Academic)							X				
Annual Program Reviews Update (QAC Chair)				X							
CS non-credit course outlines (CS Dean)					X						
EVENTS											
EdCo Planning Day						X			X		
Tribunal Training Day (Appeals Oversight Comm.)		X									

*A = Approval required

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2019

ISSUE: New access courses in Hairstyling: HAIR 0900 & HAIR 0901

BACKGROUND:
The Hairstyling & Esthetics Department is proposing two new introductory courses: HAIR 0900 and HAIR 0901. Their plan is to use these non-credit courses as a pilot for a cohort of Deaf and Hard of Hearing students from VCC's DHH program. Students would go through the courses together, with supporting interpreting, in order to decide if a career in Hair or Esthetics is right for them. Students are introduced to the fundamentals of working in a spa or salon, while having learning opportunities to practice their new skills on their peers in class.

DISCUSSION:
Louise Dannhauer, Acting Department Leader of Hair & Esthetics, presented the proposal. Only a few minor changes were requested by the Committee, the most important being substituting a Participation grade for an Attendance grade. All the changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, two new courses: HAIR 0900 Access to Spa and HAIR 0901 Access to Salon.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 19, 2019

Course Change Request

New Course Proposal

Date Submitted: 09/04/19 12:12 pm

Viewing: **HAIR 0900 : Access to Spa**

Last edit: 09/18/19 9:41 am

Changes proposed by: ldannhauer

Course Name:
  Access to Spa

Effective Date: January 2020

School/Centre: Trades, Technology & Design

Department: Hairstyling (5202)

Contact(s)

Approval Path

1. 09/09/19 12:34 pm Louise Dannhauer (ldannhauer): Approved for 5202 Leader
2. 09/09/19 12:52 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/19/19 12:56 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.a	8331

Banner Course Name: Access to Spa

Subject Code: HAIR - Hairstylist

Course Number   0900

Year of Study   N/A

Credits: 0

Course Description:

The Access Program is an introduction into the world of Esthetics and Skin Therapy. It allows students a taste of what to expect if they proceed into the Esthetics & Spa Therapy Certificate Program. Students taking this course will be introduced to the history of esthetics, career opportunities, professionalism, hygiene, and safe practices. Learners will apply nail, skin, and makeup and massage treatments. The learners will practice treatments on their peers in a true to life spa environment.

Learners will also comply with industry expectations around professionalism and will learn how to demonstrate professional behavior.

Course Pre-Requisites (if applicable):

None

Course Co-requisites (if applicable):

None

PLAR (Prior Learning Assessment & Recognition)

       No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss hygiene and safe practices required by the esthetics and hairstylist industry.
CLO #2	Apply basic nail care services.
CLO #3	Apply a basic day makeup.
CLO #4	Apply basic facial skincare treatments.
CLO #5	Apply basic back massage techniques.
CLO #6	Discuss correct client care, professionalism, consultation, and draping techniques.
CLO #7	Recall nail anatomy, and disorders
CLO #8	Discuss the history of esthetics and career opportunities.

Instructional

Strategies:

  Lecture, demonstrations, video presentations, group and individual work, roleplay, theoretical and practical
  practice.

Evaluation and Grading

Grading System:　　　　Satisfactory/Unsatisfactory　　　Passing grade:
  70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Completion of practical treatments mini facial and manicure
Assignments	20	Workbooks and assignments completed
Assignments	30	Completion of practical treatments Make-up and Massage
Participation	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

                    60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                    140

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
1. Introduction to the skin, and body therapy
2. Hygiene and safe practices in the salon and spa
3. Basic nail care
4. Introduction to facial skincare
5. Introduction to basic makeup
6. Introduction to massage

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

Access to Salon and Spa Concept Paper

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8692

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/04/19 12:13 pm

Viewing: **HAIR 0901 : Access to Salon**

Last edit: 09/18/19 9:44 am

Changes proposed by: ldannhauer

Course Name:
Access to Salon

Effective Date:	January 2020
School/Centre:	Trades, Technology & Design
Department:	Hairstyling (5202)
Contact(s)	

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	8331

Banner Course Name:	Access to Salon
Subject Code:	HAIR - Hairstylist
Course Number	0901

In Workflow

1. **5202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/09/19 12:34 pm Louise Dannhauer (ldannhauer): Approved for 5202 Leader
2. 09/09/19 12:52 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/19/19 12:56 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Year of Study   N/A

Credits: 0

Course Description:

The Access Program is an introduction into the world of hairstyling. It allows students a taste of what to expect if they proceed into the Hairstylist Foundation Program. Students taking this course will be introduced to: using and maintaining the different types of industry tools, how to maintain a safe and hygienic salon environment including personal and public hygiene, how to shampoo and condition the hair and perform a scalp massage, an overview of the composition of hair and how to recognize possible disease and disorders. Students will also be introduced to the fundamentals of preparing hair techniques and the fundamental principles of colouring hair, including lightening products (bleach) and stages of decolourization. Learners will also comply with industry expectations around professionalism and will learn how to demonstrate professional behavior.

Course Pre-Requisites (if applicable):

None

Course Co-requisites (if applicable):

None

PLAR (Prior Learning Assessment & Recognition)
                             No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the appropriate use and maintenance of the different types of industry tools
CLO #2	Describe a safe and hygienic salon environment including personal and public hygiene
CLO #3	Apply shampoo and conditioning of the hair and scalp massage
CLO #4	Apply tools and techniques for wet and dry hair styling
CLO #5	Apply basic colouring hair techniques with an introduction to lightening products (bleach) and stages of decolorization.
CLO #6	Describe the basic components of hair and Identify possible diseases and disorders.

Instructional

Strategies:

  Lecture, demonstration, video presentation, group and individual work, role-play, theoretical and practical
  practice

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Journal
Portfolio	30	Visual board
Assignments	30	Mannequin practical work
Participation	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

                 20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                 80

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to hairstyling, tools and maintenance
Hygiene and safe practices in the salon
Basic hair anatomy and disorders of the scalp
Introduction to shampooing and scalp massage

Course Topics:
Introduction to hair cutting and styling
Introduction to hair colouring

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

Access to Salon and Spa Concept Paper

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8693

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2019

ISSUE: Major revisions to Esthetics & Spa Therapy Certificate

BACKGROUND:
The Hairstyling & Esthetics Department is proposing significant revisions to their Esthetics & Spa Therapy Certificate. The revisions reduce the number of courses to three, one for each term: ESTH 1101 Esthetics & Spa Therapy 1 (16 credits), ESTH 1201 Esthetics & Spa Therapy 2 (16 credits), and ESTH 1301 Esthetics & Spa Therapy 3 (7 credits). This is an unusual program design that is already in place for the Hairstyling Certificate program. The department feels that it better reflects the way they teach and the way their learners learn. Topics are intertwined through the entire term, depending on the clients available and the level of confidence of the student. Assessments take place throughout the term. The program is also changing its name by adding "Spa Therapy" to better reflect industry terminology.

DISCUSSION:
Louise Dannhauer, Acting Department Leader of Hair & Esthetics, presented the proposal. The Registrar's Office raised some concern about the program design, due to concerns about students needing to leave a course half-way through a term without receiving any credit, and with how the program looks on a transcript. Ms. Dannhauer replied that the other Esthetics programs are taught by private colleges, and there is little or no transfer between institutions or provinces. Esthetics is not an ITA program.

There were changes requested around wording, adding front-desk reception duties to ESTH 1201, clarifying some course learning outcomes in ESTH 1301, and ensuring the hours are correct. Those changes have been made.

The program lists individual learning hours for all three levels. Ms. Dannhauer informed the Committee that those hours reflect the time students are working with clients in the salon with instructors available for consultation, but not actively teaching new skills, unlike the hours listed in the Lab field. The Committee felt that was a reasonable description of those hours.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Esthetics & Spa Therapy Certificate and three new courses: ESTH 1101, 1201 and 1301.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: September 19, 2019

Program Change Request

Date Submitted: 09/03/19 3:36 pm

Viewing: **Esthetics & Spa Therapy Certificate**

Last approved: 11/19/18 12:21 pm

Last edit: 09/18/19 11:59 am

Changes proposed by: ldannhauer

Program Name:

Esthetics **& Spa Therapy** Certificate

Credential Level: Certificate

Effective Date: May **2020** 2019

School/Centre: Trades, Technology & Design

Department   Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 08/26/19 8:54 am Lucy Griffith (lgriffith): Approved for 5221 Leader
2. 08/26/19 9:21 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/03/19 12:57 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 09/03/19 4:19 pm Lucy Griffith (lgriffith): Approved for 5221 Leader
5. 09/03/19 4:21 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/19/19 12:56 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by
   clmig-jwehrheim
2. Nov 19, 2018 by
   Louise Dannhauer
   (ldannhauer)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannahuer@vcc.ca	8332

Program Content Guide

Goal

The Esthetics **& Spa Therapy** Certificate **program prepares students for employment in the esthetics field of the spa industry by providing them with authentic learning experiences** ~~provides knowledge and practical experience~~ to **develop the knowledge, skills, and professionalism to be successful in the industry. The Esthetics & Spa Therapy Certificate provides knowledge and practical experience to** launch a career **in** ~~in~~ this ever-changing industry. Constantly evolving curriculum and instruction help to ensure graduates have a competitive edge to succeed in the spa business or other related fields.

Admission Requirements

English 10 or Academic IELTS 5.5 overall (no band less than 5.0) or TOEFL iBT 68 or equivalent. Applicants who do not meet the program admission requirements may be admitted based on an interview with the Department **Leader** ~~leader~~ or representative.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.
~~None~~

Program Duration & Maximum Time for Completion

~~The Esthetics Certificate is approximately 9 months in length over two terms totaling approximately 1110 hours.~~ The **Esthetics & Spa Therapy Certificate Program** ~~program~~ is **10 months in length and is** offered **in a progression of 3 courses. The program is offered** three days per **week:** ~~week and may include Saturday classes.~~ **Monday to Wednesday or Thursday to Saturday.** The maximum time to complete this program is 2 years.

Program Learning Outcomes

Upon successful completion of the Esthetics **& Spa Therapy** Certificate **Program** students will be able to:

Practice skin and body therapies in accordance with safety, hygiene, and sanitation standards and regulations.

Describe human anatomy, physiology and chemical composition specific to concerns relating to nail, skin, body, and hair removal treatments.

Perform spa treatments based on client consultation, skin analysis and nutritional needs.

Apply the principles of colour and design to lash, brow and specialized makeup techniques.

Perform in an ethical and professional manner conducive to spa environments.

Apply retail business administration practices and marketing techniques for operating a spa.

Instructional Strategies, Design, and Delivery Mode

The Esthetics & Spa Therapy Certificate Program provides a wide range of student learning opportunities in the classroom, spa and workplace settings. ~~Practical training is conducted in a fully equipped spa where treatments are offered as to the public, providing authentic industry experience preceded by the necessary theory.~~**Students will gain hands-on** ~~Related theoretical content is delivered through lectures, demonstrations and various teaching aids in the classroom and is continuously integrated into the~~ practical **experience working with clients in the VCC Salon and Spa.** ~~work.~~ **Industry work experience provides students with additional opportunities to apply their knowledge and technical skills in a workplace setting.** ~~Strategies include:Guest speakers such as product experts and spa ownersField trips such as trade shows, supply houses and skills competitions~~**Classroom instruction** ~~Case studies such as industry trends and skin analysis Participation~~ is **designed for students** ~~integral~~ to **develop theoretical knowledge and** ~~the development of~~ practical skills **which will be applied for success** in **the VCC Salon** ~~this program; therefore, students assume the role of client, therapist~~ and **Spa.** ~~spa coordinator.~~

Participation is integral to the development of practical skills in this program; therefore, students assume the role of client, therapist and spa coordinator.

Work practicum offers students spa industry work experience, opportunities to practice knowledge and skills learned at the college and potential for employment.

Evaluation of Student Learning

Students are evaluated throughout the program on their theoretical and practical skills using a combination of assignments, projects, and exams. **Instructors assess students on their practical skills in the VCC Salon and Spa using day-to-day observation and practical assessment guides.**

~~Performance based competency evaluations are used when appropriate to course learning outcomes.~~Students are required to achieve a minimum of 70% in all **courses including theory and practical assessments.** ~~courses.~~ **Students who do not achieve 70% in all theoretical exams are given the opportunity to rewrite a maximum of two (2) theory exams per course.**

Students not achieving a minimum of 70% in both the theory and practical exams in a course will not be allowed to progress to the next course.

~~Courses in Term One must be successfully completed before proceeding to Term Two.~~Upon successful completion of this program, the student will receive a Certificate in Esthetics. Students who complete both the VCC Hairstylist Certificate and the VCC Esthetics Certificate are eligible to receive a VCC Diploma in Cosmetology.

Recommended Characteristics of Students

To be successful in the Esthetics **& Spa Therapy Certificate Program,** ~~program~~ it is recommended students possess the following characteristics:

Ability to understand instruction in English;

Genuine interest in administering personal services;

Good interpersonal and communication skills;

Pleasant and out going personality;

Good hand and eye coordination;

Manual dexterity and creative ability;

Normal colour vision;

Good depth perception and ability to perceive line and form;

Ability to stand for a long periods of time;

Ability to plan and work independently;

Self motivation and a sense of responsibility;

Basic writing and numerical skills.

Candidates considering this program are likely to be most successful as graduates if they are in good health and are aware that the following health concerns may effect this career:

Asthma

Respiratory problems

Skin conditions

Eczema

Back Problems

Courses

Plan of Study Grid

Term One	Credits
ESTH 1100Intro Skin and Body Therapies	2
ESTH 1105Safe Practices	3
ESTH 1110Anatomy and Physiology	3
ESTH 1115Hand and Nail Treatment	3
ESTH 1120Foot and Nail Treatment	3
ESTH 1125Hair Removal	3
ESTH 1130Skin Treatment 1	3
- Credits	0
Term Two	
ESTH 1200Makeup	3
ESTH 1205Skin Treatments 2	3
ESTH 1210Salon Management and Retailing	3
ESTH 1215Body Treatment	3
ESTH 1220Specialized Treatment	3
ESTH 1225Practicum	2
- Credits	0
- Total Credits	0

Course List

Code	Title	Credits
ESTH 1101	**Esthetics & Spa Therapy 1**	**16**
ESTH 1201	**Esthetics & Spa Therapy 2**	**16**
ESTH 1301	**Esthetics & Spa Therapy 3**	**7**
Total Credits		39

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	98-100		4.33
A	95-97		4.00

A-	92-94		3.67[28]
B+	89-91		3.33
B	84-88		3.00
B-	80-83		2.67
C+	75-79		2.33
C	70-74	Minimum Pass	2.00
C-	65-69		1.67
D	50-64		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.
#1- Lengthen the program by 4 weeks
• In order to meet program-learning objectives, the learner needs more time to practice, be assessed and provided with feedback to meet industry needs. The extra time would be dedicated to the advanced courses in level two (ESTH-1205 (Skin Treatment2), ESTH-1215 (Body) and ESTH-1220 (Specialized Treatments).
• Lengthening the program will allow for more practice by the student, align with industry needs and

increase employability.

• The additional weeks of customer service that the learners will be providing to the public, as an added benefit, will generate income to the college, decrease the number of closures to the Spa and increase retail revenue opportunities for the public spa.

#2 - Provide 3 courses in the program.

• The program currently has 13 courses over two levels. The format of this course schedule implies a firm beginning and an end date. Program learning objectives can not be met in this format. Learners are not able to complete the courses within the scheduled time because the courses are continually monitored, practiced and assessed throughout the program.

• In this proposal, the courses are taught as topics that are intertwined with one another throughout a longer course. Amalgamating the courses into three courses would reflect the correct way that students progress through an esthetics program.

• Esth 1225 (Practicum) falls at the end of the program, by placing the practicum requirement in a longer course, the students will have the flexibility to do the practicum during a time that would be better suited for Spa owners and return back to class for debriefing.

• In the current program, it has been challenging to book rooms for the classes. The course schedule and order does not match what is actually happening in the program. For example, ESTH 1225 (Practicum) is at the end of the program schedule. The practicum actually occurs at two separate times in the program. As a result, we are unable to book classrooms at the end of our program using this CRN.

#3-The weighting criteria for the program

• The current course outlines do not reflect the most important pieces of marking criteria for the learning outcomes. For example, Esth 1270 (Specialized Treatments) is weighted as 30% Exams, 30% Labs and 40% for participation. Marking this high for participation is very difficult to capture. The new courses have appropriate evaluation plans that reflect the outcomes needed to be successful in the industry.

This proposal aligns with what is actually being taught in the program and allows for consistency in the evaluation plan. The program in this context allows for fluidity of instruction of topics and allows the topics to be continually revisited and assessed.

Esthetics and Spa Therapy is an ever-evolving industry. Our Program Advisory Committee has advised us that our program needs to have room for new trends in order to stay current and produce employable students; this proposal has been carefully considered with the esthetics industry in mind. (PAC meetings Jan 2019, July 2019).

Are there any expected costs to this proposal.

There are no expected costs to this proposal

Consultations

Consulted Area	Consultation Comments

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	- rework the CLO's. Verbs should reflect the educational learning objectives into levels of complexity and specificity. -Work through the class hours, assign the type of class that will take place, what categories the hours will fit into. Work out the credits that would be assigned to each course. -Formatting and editing of the rationale and the evaluation plan
Registrar's Office	- structure the courses similar to hairstyling (i.e. one course = one term) especially appreciate if the term lengths can fall within a more "standard" 4-month structure (or, for this program, probably two 4-month terms and one 2-month term for 10 months total), as that is the direction we are trying to move towards across the College.
International Education	Start date of may 2020 would be best as no offers have gone out. the changes to the program should not interfere with any admission processes - Jennifer would be letting her team know, and reach out if there were any issues that are identified.
Finance	"From Brett, I understand that It is just a re-packaging of the existing curriculum. There should be no financial impact. No Finance concurrence is required".

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for:

Marketing Description

Get expert industry training in facial treatments, manicure, pedicure, gel application, hair removal, makeup, and body massage while serving real clients at VCC's state-of-the-art salon and spa.

What you will learn

What to expect

Reviewer
Comments

Todd Rowlatt (trowlatt) (09/03/19 12:57 pm): Rollback: consultation writeups

Key: 85

Course Change Request

New Course Proposal

Date Submitted: 09/03/19 3:37 pm

Viewing: **ESTH 1101 : Esthetics & Spa Therapy 1**

Last edit: 09/18/19 12:27 pm

Changes proposed by: ldannhauer

Programs
referencing this
course

85: Esthetics & Spa Therapy Certificate

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/03/19 4:19 pm Lucy Griffith (lgriffith): Approved for 5221 Leader
2. 09/03/19 4:21 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/19/19 12:56 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:
   Esthetics & Spa Therapy 1

Effective Date: May 2020

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	8331

Banner Course Name: Esthetics & Spa Therapy 1

Subject Code: ESTH - Esthetics

Course Number   1101

Year of Study   1st Year Post-secondary

Credits: 16

Course Description:

This 16-week course introduces the learner to esthetics and spa therapy fundamentals, and prepares learners for the skills required for future courses. Students will learn how to use and maintain tools, and maintain a safe and hygienic environment with an awareness of health & safety standards and regulations. In addition, students will learn anatomy and physiology and how each system relates to the treatment of the skin and body.

Learners will be introduced to the foundation of hand and nails treatment techniques, fundamental principles of hair removal techniques, and become proficient in facial skin treatments, skin analysis, treatment objectives, and facial massage modalities.

Learners will gain an understanding of how to identify and treat contraindications, recommend services, service timelines and pricing, and how to recognize possible diseases and disorders. Learners will also be introduced to industry expectations around professionalism: how to demonstrate professional behaviour and communication skills with clients and coworkers.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

              No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the history of esthetics and key industry trends over time
CLO #2	Identify business and career opportunities for estheticians and spa therapists
CLO #3	Apply ethical and professional standards required for working in a spa environment
CLO #4	Perform safe and hygienic practices in the spa environment, including personal health, hygiene, professional appearance, correct sanitation, and disinfection techniques
CLO #5	Identify and assess for diseases and disorders of the skin

	Upon successful completion of this course, students will be able to:
CLO #6	Perform in-depth skin analysis and facial skin care treatments for a variety of skin types and conditions
CLO #7	Describe the function of anatomy and physiology systems related to skin and body therapy processes, including cells and tissues, integumentary system, skeletal system, muscular system, and hair, and nails
CLO #8	Prepare and perform basic natural hand, foot, and nail treatments
CLO #9	Prepare and perform hair removal treatments on all areas of the body using different wax types and techniques
CLO #10	Consult with clients to identify and recommend specific treatments and homeware products
CLO #11	Demonstrate safe handling of all tools and equipment used to perform treatments

Instructional
Strategies:
  Demonstrations, video presentations, assignments, practical applications, group work, lecture, instructor-led lab, clinical, simulation, tutorial and rehearsal.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Industry evaluation
Exam	35	Practical exams
Quizzes/Tests	20	Topic tests
Assignments	15	Workbooks
Assignments	20	Practical assessment sign off sheets

Hours by Learning Environment Type

Lecture, Seminar, Online

100

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

150

Practicum

Self Paced / Individual Learning

150

Course Topics

Course Topics:
1. Introduction to Esthetics and Spa Therapy
2. Bacteriology and safe practices
3. Anatomy and physiology: cells & tissues, skin, osteology & myology
4. Manicure & nail anatomy
5. Pedicure & nail anatomy
6. Hair removal & trichology
7. Facial, skin analysis & consultation

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

Esthetics PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 09/03/19 3:37 pm

Viewing: **ESTH 1201 : Esthetics & Spa Therapy 2**

Last edit: 09/18/19 11:55 am

Changes proposed by: ldannhauer

Programs
referencing this
course

85: Esthetics & Spa Therapy Certificate

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/03/19 4:19 pm Lucy Griffith (lgriffith): Approved for 5221 Leader
2. 09/03/19 4:21 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/19/19 12:56 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:
Esthetics & Spa Therapy 2

Effective Date: May 2020

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	6048717000 ext. 8331

Banner Course Name: Esthetics & Spa Therapy 2

Subject Code: ESTH - Esthetics

Course Number   1201

Year of Study   1st Year Post-secondary

Credits: 16

Course Description:

This course builds on topics introduced in Esthetics & Spa Therapy 1. Students are introduced to new techniques using gel nail polish and light-curing technology. Students will learn to use specific tools and techniques to perform spa and gel manicures and pedicures. Students are introduced to specialized foot services. Students will continue to build on and master facial treatments, in addition to developing confidence in using electrical equipment (laser theory, microdermabrasion, microcurrent, galvanic, LED, ultrasonic), professional-grade products, and advanced techniques. In addition to product knowledge, students will be introduced to body massage services (hot stone massage, aromatherapy), client comfort, and draping. Students will learn in a professional spa environment that provides real-life, hands-on experience.

Course Pre-Requisites (if applicable):

ESTH 1101 Esthetics & Spa Therapy 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	Prepare and perform body massage treatments using the correct application of massage product, massage procedure, and technique
CLO #2	Describe the functions of anatomy and physiology systems related to skin and body therapy processes, including circulatory, nervous, endocrine, and digestive systems.
CLO #3	Prepare and perform advanced hand, foot, nail, and hair removal treatments
CLO #4	Prepare and perform advanced facial skincare treatments using a variety of electric modalities
CLO #5	Use professional-grade exfoliants, peels, and extraction tools in a safe manner
CLO #6	Consult with clients to identify and recommend advanced treatments and homeware products
CLO #7	Demonstrate safe handling of all tools and equipment used to perform advanced treatments
CLO #8	Describe scheduling and management of appointment techniques

Instructional
Strategies:

  Lecture, demonstration, role play, guest speaker, guided practice, quizzes, and assignments.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	25	Spa work experience
Quizzes/Tests	20	Topic tests
Assignments	15	Completion of workbooks
Assignments	25	Practical sign off sheets
Assignments	15	Front Desk Assessment

Hours by Learning Environment Type

Lecture, Seminar, Online

          100

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

          150

Practicum   50

Self Paced / Individual Learning

          100

Course Topics

Course Topics:

Course Topics:

1. Body Treatments - Massage modalities

2. Anatomy and Physiology - Circulatory, nervous, endocrine, digestive systems

3. Hand and Nail Treatment - Gel polish and spa modalities

4. Foot and Nail Treatment - Gel polish and spa modalities

5. Advanced Hair Removal

6. Medical esthetics skin treatments with machines

7. Introduction of front desk reception duties

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

Esthetics PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Key: 8689

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/03/19 3:37 pm

Viewing: **ESTH 1301 : Esthetics & Spa Therapy 3**

Last edit: 09/18/19 11:55 am

Changes proposed by: ldannhauer

Programs
referencing this
course

[85: Esthetics & Spa Therapy Certificate](#)

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/03/19 4:19 pm Lucy Griffith (lgriffith): Approved for 5221 Leader
2. 09/03/19 4:21 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/19/19 12:56 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

  Esthetics & Spa Therapy 3

Effective Date: May 2020

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	8331

Banner Course Name: Esthetics & Spa Therapy 3

Subject Code: ESTH - Esthetics

Course Number   1301

Year of Study   1st Year Post-secondary

Credits: 7

Course Description:

This course builds on the topics developed in Esthetics & Spa Therapy 2. This course explores improving and maintaining body skin conditions with a focus on analyzing, full-body exfoliation, steam & heat, full-body wraps, and the use of body products. The learner is introduced to day, evening and special occasion makeup and will include information on face shapes, colour theory, and semi & permanent lash extensions. This course introduces students to retailing, marketing and spa management. Focus is placed on front desk operations, sales, daily operations, maintaining client records, dispensary duties, and stock control. This course also provides the student with client communications, resume building, career search, professional portfolio building, and business management.

Course Pre-Requisites (if applicable):

ESTH 1201 Esthetics & Skin Therapy 2

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	Perform all aspects of operating a spa, including reception duties, dispensary duties, and specific treatment and product targets, and apply accurate records for stock count and ordering
CLO #2	Prepare a professional portfolio
CLO #3	Prepare and perform a variety of makeup and body treatments for all occasions, including spa wraps, full-body exfoliation, and tanning treatments
CLO #4	Consult with clients and provide clear recommendations for Body and Make-up treatments and products to the client
CLO #5	Demonstrate correct product use, tools, and equipment to suit client treatment needs, skin types and conditions for body treatments and make-up application

Instructional
Strategies:

Demonstration, role play, guest speaker, guided practice, quizzes, and assignments.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	15	Spa work experience and spa management
Assignments	10	Work books and practical sign off sheets
Project	15	Business portfolio
Exam	20	Theory Exam
Quizzes/Tests	10	Topic tests
Exam	30	Practical Exams

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

               100

Practicum   50

Self Paced / Individual Learning

               75

Course Topics

Course Topics:
1. Advanced Body Treatment
2. Makeup
3. Spa Management and work experience

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 8, 2019

ISSUE: New credentials: Administrative Professional 1 & 2 Certificates

BACKGROUND:

The Applied Business Department is proposing renaming their Administrative Assistant Certificate program and splitting it into two certificates: Administrative Professional 1 and Administrative Professional 2. This redesign of their program was an action item that emerged from their Program Renewal last year. Their plan is for these two four-month programs to be the foundations for all of the programs that Applied Business offers. Students will be able to gain the introductory skills needed to become junior administrative assistants, immediately continue developing their skills in AP2, or go into the workforce for a period of time before returning to school. Students will also be able to enter into AP2 directly with some experience. A three-week practicum is now offered in AP2 only. The department also adjusted the topics covered to include more social media and removed the touch-typing admission requirement for AP 1, as fewer and fewer students learn this skill in high school, and touch-typing is taught throughout the program.

DISCUSSION:

Dennis Innes, Dean of Hospitality, Food Studies & Applied Business, and Kim Huie, instructor in Applied Business, presented this proposal. The Committee provided the following feedback:

- Numerous suggestions to tweak, cut or combine course learning outcomes throughout the program, all fairly minor adjustments.
- Adding a mention of a "standard accounting software" to OADM 1204 Office Finance.
- Confirming with the RO the grade equivalents for English 12 and Communication 12 in the program Admission Requirements.
- Adding additional detail to some assignments in the Evaluation Plan for five courses.
- A suggestion to look at including how administrative professional can manage the power imbalance if they are confronted with unethical behaviour by others. Their own ethical behaviour is already covered in several courses.
- A question about why there is only PLAR for the keyboarding courses, instead of additional courses like Word or Excel.

All of the changes have been made, and the department will consider the final two questions.

The final concern was that the new program curriculum was not shared throughout the department as part of the consultation process, but shared primarily with the instructors who teach on the Administrative Assistant side. Dean Innes and Ms. Huie acknowledged this, and Dean Innes will ensure

that the curriculum is brought to all faculty and staff in the department prior to the Education Council meeting in October. Curriculum Committee's recommendation for approval is dependent on this happening.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, curriculum for the new Administrative Professional 1 and Administrative Professional 2 Certificates, including 17 new courses, and recommend that the Board of Governors approve the two new credentials, pending confirmation of departmental consultation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 19, 2019

Program Change Request

New Program Proposal

Date Submitted: 09/06/19 9:35 am

Viewing: **Administrative Professional 1 Certificate**

Last edit: 09/09/19 10:46 am

Changes proposed by: hroberts

Program Name:

   Administrative Professional 1 Certificate

Credential Level: Certificate

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department   Administrative Assistant (4612)

Contact(s)

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

Program Content Guide

Goal

The Administrative Professional 1 Certificate is designed to prepare students for junior administrative and reception work in an office environment. Students will gain skills in Microsoft Office, business communications, and data management. Students will develop time management skills and will become proficient at creating, revising, formatting, and processing a wide range of business documents. Students will use word processing and spreadsheet software to perform a variety of assignments to the professional standards expected in an office.

Admission Requirements

Grade 12 graduation or equivalent
English 12 or Communications 12 with a C grade or equivalent, or English Language Proficiency

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning Outcomes

Upon successful completion of the Administrative Professional 1 Certificate, students will be able to:

Use correct keyboarding technique to a minimum speed of 30 gwpm on a five-minute test with a maximum of five errors

Use basic features of Microsoft Outlook, Word, and Excel

Prepare a wide variety of business documents that meet the comprehensive demands of today's office by correctly using Word and applying spelling, grammar, punctuation, and proofreading skills

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

Use common office equipment

Communicate effectively in the workplace

Create job search documents and participate appropriately in job interviews

Demonstrate respectful and ethical workplace behaviour

Instructional Strategies, Design, and Delivery Mode

The courses use lectures and readings to explain material and uses assignments to put this information into practice. Where appropriate, theory may also be presented through videos, demonstrations, and guest lectures. The majority of class time is devoted to training in practical computer skills, building business communications skills, and keyboarding. Additionally, students are guided in the creation of a professional résumé and other job-search documents.

Students are required to work both in groups and individually.

Evaluation of Student Learning

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

Recommended Characteristics of Students

Students need to be able to sit for extended periods and work on computers.

Courses

Course List

Code	Title	Credits
OADM 1103	Outlook	1
OADM 1104	Word 1	2.5
OADM 1102	Keyboarding 1	3
OADM 1105	Business Writing 1	2.5

Code	Title	Credits
OADM 1106	Excel	2.5
OADM 1108	Business Writing 2	2.5
OADM 1107	Office Skills 1	2.5
OADM 1109	Job Search	2.5
Total Credits		19

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	51-55	Minimum Pass	1.00
F	0-50	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

Grade	Percentage	Description	Grade Point Equivalency
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A

TC   Transfer Credit   N/A[49]

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

The Administrative Assistant Certificate Program has gone through program renewal, and these changes were recommended. The former 8-month program has been divided into two 4-month modules, Administrative Professional 1 Certificate and Administrative Professional 2 Certificate. Students can take one or both certificates. No keyboarding knowledge is now required to enter Administrative Professional 1 (AP1). Students can enter Administrative Professional 2 (AP2) with equivalent training or experience to Administrative Professional 1. While job search skills are taught in AP1, a three-week practicum is only offered in AP2. Both AP1 and AP2 have been updated, with some previous subjects emphasized and some reduced, and with new subject matter (e.g. social media) added.

Are there any expected costs to this proposal.

Consultations

Consulted Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood has been working with the department on this project throughout.
Institutional Research (IR)	Janet Latter was a representative on the Program Renewal Committee.
International Education	Jennifer Gossen has requested that a separate certificate be created for international students so that they sign up for a single 8-month program, and that the College commit to offering AP2 after each AP1.

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Consultated Area	Consultation Comments
Information Technology (IT)	Rick Smith did not foresee any problems from an IT perspective. He let us know that MS Office 2019 could be available for the new programs.
Student Services	Tanny Marks was appreciative of the major changes proposed, and posed some questions about keyboarding requirements for students with disabilities.
Assessment Centre	Pat Mori advised there would be no changes to the English language test results required if AP 1 required a C grade in English 12 as an admission requirement.
Registrar's Office	We have worked closely with Les Apouchtine and Denis Seremba (and Leah St. Louis) to address their concerns and to make sure that the proposal is acceptable to their office.
Marketing & Communications	No response received to an August 15, 2019 email.
Faculty/Department	Two instructors and the program assistant were on the Program Renewal Committee. Two other instructors provided feedback which has been considered.
Finance	No response received to an August 15, 2019 email.
Financial Aid	No response received to an August 15, 2019 email.
Learning Centre	Emily Simpson raised questions about clarifying the role that graduates of the two certificates would fill in the job market, and about the new social media course.
Safety & Security	No response received to an August 15, 2019 email.
Library	No response received to an August 15, 2019 email. We met with Todd Rowlatt in his capacity as Chair of the Curriculum Committee and received his feedback.

Consultated Area	Consultation Comments
Advising & Recruitment	Wendy LaFrance was pleased to see two 4-month modules, the introduction of social media, the lengthening of the practicum to 3 weeks, the addition of a C grade requirement for English 12, and the removal of the keyboarding admission requirement. She had questions about the employment that AP1 and 2 grads could find and the salary levels. She also asked whether the tuition would remain similar to the current Admin. Assistant tuition, and whether students would be eligible for Canada Student Loans. She also wondered whether the program would be offered part-time in the evenings.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer
Comments

Key: 130

52

Program Change Request

New Program Proposal

Date Submitted: 09/06/19 9:35 am

Viewing: **Administrative Professional 2 Certificate**

Last edit: 09/17/19 12:22 pm

Changes proposed by: hroberts

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

Program Name:

   Administrative Professional 2 Certificate

Credential Level: Certificate

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department   Administrative Assistant (4612)

Contact(s)

Approval Path
1. 09/06/19 9:40 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:06 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/30/19 5:37 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Program Content Guide

Goal

The Administrative Professional 2 Certificate is designed to prepare students for advanced administrative positions. Students learn advanced skills in Microsoft Office, including PowerPoint, Access, and Integration; in addition, they will be introduced to computerized accounting and given the skills to handle office finances. These skills, as well as training in social media, practice with a variety of communication skills, and an improvement in keyboarding speed will equip graduates for administrative assistant work.

Admission Requirements

Completion of the Administrative Professional 1 Certificate or equivalent
OR
Grade 12 graduation or equivalent
English 12 or Communications 12 with a C grade or equivalent, or English Language Proficiency
A tested keyboarding speed of 30 gross words per minute (gwpm) on a five-minute test with a maximum of five errors using correct touch-typing technique
One year's office experience using MS Word and Excel or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is four months in length. Students must complete the program within three years.

Program Learning Outcomes

Upon successful completion of the Administrative Professional 2 Certificate, students will be able to:

Keyboard at a minimum speed of 40 gwpm on a five-minute test with a maximum of five errors

Use advanced features of Microsoft Word and PowerPoint

Integrate Microsoft Office applications

Use social media for business purposes

Take effective minutes at meetings

Transcribe audio recorded dictated material

Describe how office finances are handled, including by computerized accounting

Utilize writing plans to communicate effectively when writing routine or persuasive documents or negative news documents

Demonstrate time-management and project-management skills

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

Instructional Strategies, Design, and Delivery Mode

The courses use lectures and readings to explain material and use assignments to put this information into practice. Where appropriate, theory may also be presented through videos, demonstrations, and guest lectures

The majority of class time is devoted to training in practical computer skills, building business communications skills--both written and interpersonal, and in introducing students to handle office finances.

The students are required to work both in groups and individually.

Evaluation of Student Learning

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

Recommended Characteristics of Students

Students need to be able to sit for extended periods and work on computers.

Courses

Course List

Code	Title	Credits
OADM 1201	Word 2	2.5
OADM 1202	Keyboarding 2	2.5
OADM 1203	Business Writing 3	2.5
OADM 1204	Office Finance	2.5

Code	Title	Credits
OADM 1205	Social Media and Technology	1.5
OADM 1208	Office Skills 2	2
OADM 1207	Access	1.5
OADM 1206	Practicum Preparation	1
OADM 1209	Admin Professional Practicum	3
Total Credits		19

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

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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	51-55	Minimum Pass	1.00
F	0-50	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

Grade	Percentage	Description	Grade Point Equivalency
R		Audit. No Credits	N/A

| EX | Exempt. Credit Granted | N/A[56] |
| TC | Transfer Credit | N/A |

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The Administrative Assistant Certificate Program has gone through program renewal, and these changes were recommended. The former 8-month program has been divided into two 4-month certificates, Administrative Professional 1 Certificate and Administrative Professional 2 Certificate. Students can take one or both certificates. No keyboarding knowledge is now required to enter Administrative Professional 1 (AP1). Students can enter Administrative Professional 2 (AP2) with equivalent training or experience to Administrative Professional 1. While job search skills are taught in AP1, a three-week practicum is only offered in AP2. Both AP1 and AP2 have been updated, with some previous subjects emphasized and some reduced, and with new subject matter (e.g. social media) added.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:36 am

Viewing: **OADM 1102 : Keyboarding 1**

Last edit: 09/18/19 12:43 pm

Changes proposed by: hroberts

Programs
referencing this
course

130: Administrative Professional 1 Certificate

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:40 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:07 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:03 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

   Keyboarding 1

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course Name: Keyboarding 1

Subject Code: OADM - Office Administration

Course Number   1102

Year of Study   1st Year Post-secondary

Credits:　　　　　　　　3

Course Description:

This course gives students an opportunity to develop correct touch-typing technique and reach a minimum keyboarding speed of 30 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

　　　　　　　　　Yes

Details of PLAR:

Students who request PLAR for this course will be required to demonstrate, to the Department's satisfaction, that they can have correct touch-typing technique and can keyboard at 30 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.

Process:

1. Apply and meet all the admission requirements for the Administrative Professional 1 Certificate.

2. Contact the Applied Business Department Head to request PLAR.

3. Arrange a date and time with the Department Head to take a keyboarding test.

4. Complete the PLAR form and submit payment.

See Policy D.3.5 for more information about VCC's PLAR procedures.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Self-assess posture and alignment for keyboarding
CLO #2	Arrange documents for copy-typing

Upon successful completion of this course, students will be able to:	
CLO #3	Demonstrate correct touch-typing technique on a QWERTY keyboard
CLO #4	Keyboard at 30 gross words per minute with 5 or fewer errors on a minimum of four 5-minute timed writings using touch-typing technique
CLO #5	Keyboard at 30 gross words per minute with no errors on one 1-minute timed writing

Instructional
Strategies:

This course uses lectures, demonstrations, and lab work to achieve learning outcomes. Specifically, the instructor will explain software to be used for practice and testing, demonstrate correct technique, and provide feedback or corrective measures for improvement. Students will practice correct technique, complete lessons designed to improve skills, and complete timed writings to measure their speed and accuracy

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Completion of lessons in learn-to-type program and in skill-building program
Lab Work	35	5-minute Timed Writings showing 30 gross wpm with 5 or fewer errors
Lab Work	20	1-minute Timed Writings showing 30 wpm with no errors
Lab Work	20	Honour Roll Timings

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

35

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Correct touch-typing technique
Correct ergonomics
Skill-building on a QWERTY keyboard

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

Program Content Guide for Administrative Professional 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8546

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:36 am

Viewing: **OADM 1103 : Outlook**

Last edit: 09/18/19 10:10 am

Changes proposed by: hroberts

Programs
referencing this
course

130: Administrative Professional 1 Certificate

Course Name:

  Outlook

Effective Date:	May 2020
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

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

Banner Course Name:	Outlook
Subject Code:	OADM - Office Administration
Course Number	1103
Year of Study	1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:08 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:03 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1.0

Course Description:

This course introduces students to Outlook to manage communications using Email, schedule important appointments and meetings using Calendar, and create and maintain an address database using Contacts. In addition, File Explorer will be introduced to inform students on how to navigate and manage drives, folders, and files on the computer.

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	Use File Explorer to manage drives, folders, and files
CLO #2	Compose, send, retrieve and manage email messages with attachments
CLO #3	Create and organize contacts and contact groups
CLO #4	Create and manage appointments
CLO #5	Send and respond to meeting requests
CLO #6	Set rules for organizing emails

Instructional
Strategies:

This course uses demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the instructor will use assignments and quizzes to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20%	Windows File Management Assignment
Assignments	10%	Email Assignment
Assignments	10%	Contacts Assignment
Assignments	10%	Calendar Assignment
Assignments	10%	Outlook 365 Assignment
Final Exam	30%	
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

13.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

7.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Using File Explorer
Email communication
Managing contacts
Scheduling appointments and meetings
Using Outlook in Office 365

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:36 am

Viewing: **OADM 1104 : Word 1**

Last edit: 09/18/19 12:44 pm

Changes proposed by: hroberts

Programs
referencing this
course

130: Administrative Professional 1 Certificate

Course Name:
  Word 1

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course   Word 1
Name:

Subject Code: OADM - Office Administration

Course Number   1104

Year of Study   1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:08 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:03 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2.5

Course Description:

This course covers basic word processing skills using MS Word. Topics include opening, saving, printing, character formatting, paragraph formatting, and section/page formatting. Further topics include working with bullets and numbers, multi-level lists, creating headers and footers, and page breaks and section breaks. Troubleshooting techniques will also be discussed to enable students to overcome issues encountered when using Word.

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	Create, open, save and print Word documents
CLO #2	Cut, copy, and move text
CLO #3	Identify and apply appropriate character, paragraph, and section/page formatting in a Word document
CLO #4	Find and replace text
CLO #5	Use spellcheck, grammar check, and thesaurus
CLO #6	Create headers and footers
CLO #7	Set and modify tab settings
CLO #8	Apply bullets and numbering to lists, and work with multi-level lists
CLO #9	Work with page breaks and section breaks
CLO #10	Troubleshoot problems associated with using MS Word

Instructional
Strategies:

This course uses lectures and demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the instructor will use assignments and exams to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15%	Identifying parts of the Word window (5%) Creating simple documents (5%) Bullets and numbers (5%)
Assignments	30%	Character formatting (10%) Paragraph formatting (10%) Section formatting (10%)
Midterm Exam	25%	
Final Exam	20%	
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

20.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

27.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Navigating MS Word
Creating and saving Word documents
Formatting Text and Paragraphs
Printing
Using Spellcheck and Thesaurus
Working with bullets and numbers
Inserting page breaks and section breaks
Setting tabs
Troubleshooting

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

Program Content Guide - Administrative Professional 1 Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:37 am

Viewing: **OADM 1105 : Business Writing 1**

Last edit: 09/18/19 10:11 am

Changes proposed by: hroberts

Programs
referencing this
course
[130: Administrative Professional 1 Certificate](#)

Course Name:
  Business Writing 1

Effective Date:　　　　　May 2020

School/Centre:　　　　　Hospitality, Food Studies & Applied Business

Department:　　　　　Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name:　　　　　　　Business Writing 1

Subject Code:　　　　OADM - Office Administration

Course Number　　　1105

Year of Study　　　　1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:09 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:03 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2.5

Course Description:

Business Writing 1 will provide students with the skills to prepare documents using correct grammar, sentence structure, punctuation, and mechanics while adhering to correct word usage. Additionally, students will be given a framework to plan workplace communications with an emphasis on written documents.

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	Demonstrate a good understanding of grammar, sentence structure, punctuation, spelling, word usage, and mechanics: communicate effectively to ensure reader can understand
CLO #2	Edit previously written work to correct for errors in grammar, sentence structure, punctuation, spelling, word usage, and mechanics
CLO #3	Demonstrate an understanding of standards of capitalization and number form
CLO #4	Create cohesive paragraphs comprising effective sentences
CLO #5	Demonstrate an understanding of the three phases of writing and interpret viewpoints different from one's own

Instructional
Strategies:

This courses uses lectures and readings to explain material and uses assignments to put this information into practice. Students will complete assignments to develop their skills and quizzes to help identify strengths and weaknesses in learning the material.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	25	Written exam covering elements of grammar, punctuation, sentence structure, editing, word usage, and paragraphing
Final Exam	20	Written exam covering the three phases of writing
Quizzes/Tests	25	Sentences/documents to be corrected demonstrating an understanding of correct grammar, punctuation, word usage, spelling, capitalization, and number form
Assignments	20	Preparation of documents to show understanding of readings and lectures
Participation	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

           31

Lab, Clinical, Shop, Kitchen, Studio, Simulation

           17

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions

Course Topics:
Punctuation: commas, semi-colons, and colons
Word usage, capitalization, and number form
Syntax: sentence structure, dangling and misplaced modifiers, common errors
Paragraphing: keeping cohesion
Writing plan: prewriting, drafting, and revising

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

Program Content Guide for Administrative Professional 1 Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:37 am

Viewing: **OADM 1106 : Excel**

Last edit: 09/18/19 3:28 pm

Changes proposed by: hroberts

Programs
referencing this
course

130: Administrative Professional 1 Certificate

Course Name:
   Excel

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name: Excel

Subject Code: OADM - Office Administration

Course Number   1106

Year of Study   1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:09 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:03 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2.5

Course Description:

This course provides an introduction to spreadsheets and their use. Spreadsheets are used to develop accounting concepts and to show graphical changes due to financial management. This course also covers database management using Excel tables, along with sorting and filtering of record data.

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	Create and manage multiple worksheets and workbooks
CLO #2	Build, copy, and manage a variety of simple and complex formulas using appropriate arithmetic operators and built-in functions
CLO #3	Identify and use cell referencing including ranges and relative and absolute references
CLO #4	Apply professional formatting to increase worksheet legibility and enhance worksheet interpretation with conditional formatting
CLO #5	Print value worksheets, formula worksheets, and charts in a variety of layouts
CLO #6	Create and enhance a variety of charts based on worksheet data
CLO #7	Perform simple and complex sorts on worksheets and tables, and use the IF function to logically calculate conditional outcomes

Instructional
Strategies:

This course uses lectures and demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the instructor will use assignments and exams to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30%	Formulas and formatting (10%), Charts (5%), IF functions (5%), Sorting & filtering (5%), 3-D formulas (5%)
Participation	10%	
Midterm Exam	30%	
Final Exam	30%	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

28

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Working with formulas and functions
Formatting a worksheet
Creating charts and graphics
Sorting and filtering data
Working with multiple workbooks and worksheets

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:37 am

Viewing: **OADM 1107 : Office Skills 1**

Last edit: 09/18/19 3:28 pm

Changes proposed by: hroberts

Programs
referencing this
course

[130: Administrative Professional 1 Certificate](#)

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:10 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:03 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

  Office Skills 1

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course Name: Office Skills 1

Subject Code: OADM - Office Administration

Course Number   1107

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

This course covers general office procedures including front-line reception, familiarity with various office equipment, handling incoming and outgoing mail, filing documents alphabetically and numerically using the ARMA filing rules, and effective communication in the workplace.

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	Receive calls, take messages, transfer calls, and place calls on hold
CLO #2	Handle general office equipment
CLO #3	Paper file using the ARMA filing rules
CLO #4	Handle incoming and outgoing mail
CLO #5	Prepare business envelopes and labels using the CPC-preferred style
CLO #6	Use professional communication competencies in the workplace
CLO #7	Demonstrate respectful and ethical workplace behaviour

Instructional
Strategies:

This course uses demonstrations and simulations to help students achieve the learning outcomes in an interactive manner. Specifically, the instructor will use assignments and an exam to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25%	5 filing assignments (5% each)
Final Exam	20%	
Lab Work	25%	Learning Branch
Other	20%	Simulations: front-line reception and use of office equipment
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

21

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

27

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Front-line reception
Handling mail
Office equipment usage
Filing
Effective communication in the workplace

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

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:37 am

Viewing: **OADM 1108 : Business Writing 2**

Last edit: 09/18/19 10:12 am

Changes proposed by: hroberts

Programs
referencing this
course

[130: Administrative Professional 1 Certificate](#)

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum**
   Committee Chair
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am
   Helen Roberts
   (hroberts):
   Approved for 4612
   Leader
2. 09/06/19 10:10 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 09/19/19 2:04 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Course Name:

  Business Writing 2

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course   Business Writing 2
Name:

Subject Code: OADM - Office Administration

Course Number   1108

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

This course trains students to create business documents that meet the comprehensive demands of today's office. They will apply job-specific transferable skills and content knowledge learned in Word 1 and Business Writing 1.

Course Pre-Requisites (if applicable):

OADM 1104 Word 1, and OADM 1105 Business Writing 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	Apply rules of punctuation, grammar, spelling, and word usage and develop skills in proofreading and working to a deadline
CLO #2	Create different styles of one- and two-page letters with mandatory and optional components appropriately formatted according to industry standards
CLO #3	Create different styles of one- and two-page memos with mandatory and optional components appropriately formatted to industry standards
CLO #4	Create and format complex reports including those with a cover page and a table of contents
CLO #5	Manage report section breaks, headers, footers, page numbering and footnotes
CLO #6	Create and format itineraries and agendas

Instructional
Strategies:

This course uses lectures, assigned readings, and examples to present skills. Students will complete comprehensive assignments to put these skills into practice and exams to measure their facility.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Assignments and corrections for letters and memos
Assignments	20	Assignments and corrections for reports, itineraries, and agendas
Midterm Exam	25	Letters and memos
Final Exam	25	Reports, itineraries, and agendas
Participation	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

28

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Letter components
Full block letters
Modified block letters
Simplified block letters
Memoranda
Reports, including cover pages, table of contents, multi-level headings, headers, footers, page numbering, and footnotes

Course Topics:
Itineraries
Agendas

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

Program Content Guide for Administrative Professional 1 Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8563

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:38 am

Viewing: **OADM 1109 : Job Search**

Last edit: 09/18/19 12:45 pm

Changes proposed by: hroberts

Programs
referencing this
course

130: Administrative Professional 1 Certificate

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:11 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:
  Job Search

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course Name: Job Search

Subject Code: OADM - Office Administration

Course Number   1109

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

This course will provide students with the skills to develop a job search strategy which covers resumes, references, social media, cover letters, interviews and follow-up, and thank you notes.

Course Pre-Requisites (if applicable):

OADM 1104 Word 1, and OADM 1108 Business Writing 2

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 a job search strategy to prepare for professional advancement
CLO #2	Prepare a résumé
CLO #3	Prepare a reference list and employment history
CLO #4	Demonstrate facility with job-search social media
CLO #5	Prepare cover letters for solicited positions
CLO #6	Demonstrate skills and strategies for telephone and in-person interviews
CLO #7	Prepare answers for common interview questions thereby building confidence and self-esteem
CLO #8	Demonstrate respectful and ethical behaviour in job interviews
CLO #9	Prepare thank you letters for interviews

Instructional
Strategies:

This course uses lectures, demonstrations, and lab work to achieve learning outcomes. Specifically, the the instructor will explain subjects, provide examples, and provide assignments in order that students can practice techniques and and develop job-search documents.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Completion of social media profile
Assignments	15	Preparation for job interviews
Assignments	25	Completion of resumes
Assignments	30	Completion of cover letters, lists of references, thank you letters, and other job search documents
Participation	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen, Studio, Simulation

28

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Job search
Resumes
LinkedIn
Cover letters
Job interviews

Course Topics:
Thank you letters
References

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

Program Content Guide for Administrative Professional 1 Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8552

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:38 am

Viewing: **OADM 1201 : Word 2**

Last edit: 09/18/19 3:29 pm

Changes proposed by: hroberts

Programs
referencing this
course

131: Administrative Professional 2 Certificate

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:11 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:
  Word 2

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name: Word 2

Subject Code: OADM - Office Administration

Course Number   1201

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

This course builds on the Word 1 course and includes intermediate word processing skills. Students produce professional documents that include tables, mail merges, and table of contents. In addition, students generate newsletters and other forms of promotional material through the use of WordArt and SmartArt.

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	Insert, modify, and format Word tables
CLO #2	Insert a watermark
CLO #3	Insert WordArt and text boxes
CLO #4	Insert Word's built-in shapes and SmartArt
CLO #5	Format a document into multiple columns
CLO #6	Use mail merge to merge and print form letters, labels, and envelopes
CLO #7	Review a document and track changes
CLO #8	Insert a table of contents

Instructional
Strategies:

This course uses lectures and demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the instructor will use assignments and exams to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30%	Tables (10%), Graphics (5%), Columns (5%), Mail merge (5%), Tables of content (5%)
Midterm Exam	30%	
Final Exam	30%	
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

28

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Tables
Mail merge
Inserting WordArt, SmartArt, shapes and graphics
Formatting text to columns
Reviewing documents and tracking changes
Table of contents

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:38 am

Viewing: **OADM 1202 : Keyboarding 2**

Last edit: 09/18/19 12:46 pm

Changes proposed by: hroberts

Programs
referencing this
course

131: Administrative Professional 2 Certificate

Course Name:

  Keyboarding 2

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

In Workflow
1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path
1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:11 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course
Name: Keyboarding 2

Subject Code: OADM - Office Administration

Course Number   1202

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

   This course gives the students an opportunity to develop their speed while using correct touch-typing technique and reach a minimum keyboarding speed of 40 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

               Yes

Details of PLAR:

   Students who request PLAR for this course will be required to demonstrate, to the Department's satisfaction, that they can have correct touch-typing technique and can keyboard at 40 gross words per minute (gwpm) on a five-minute test with a maximum of five errors.

   Process:

   1. apply and meet all the admission requirements for the Administrative Professional 2 Certificate;

   2. contact the Applied Business Department Head to request PLAR;

   3. arrange a date and time with the Department Head to take a keyboarding test;

   4. complete the PLAR form and submit payment.

   See Policy D.3.5 for more information about VCC's PLAR procedures.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Self-assess posture and alignment for keyboarding
CLO #2	Develop speed and accuracy through completion of assigned drills

	Upon successful completion of this course, students will be able to:
CLO #3	Keyboard at least 40 gross words per minute on a five-minute test with a maximum of five errors on a minimum of four timed writings using touch-typing technique
CLO #4	Keyboard at least 40 gross words per minute with no errors on one 1-minute timing using touch-typing technique

Instructional
Strategies:

This course uses lectures, demonstrations, and lab work to achieve learning outcomes. Specifically, the instructor will explain software and/or programs to be used for practice and testing, demonstrate correct technique, and provide feedback or corrective measures for improvement. Students will practice correct technique, complete lessons designed to develop their speed and accuracy, and complete tests to measure their skill.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Completion of lessons in skill-building program
Lab Work	35	5-minute Timed Writings showing 40 gross wpm with 5 or fewer errors.
Lab Work	20	1-minute Timed Writings showing a minimum of 40 wpm and no errors.
Lab Work	20	Honour Roll Timings

Hours by Learning Environment Type

Lecture, Seminar, Online

8

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

40

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Building speed and accuracy in keyboarding using a QWERTY keyboard

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

Program Content Guide for Administrative Professional 2 Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:38 am

Viewing: **OADM 1203 : Business Writing 3**

Last edit: 09/18/19 10:13 am

Changes proposed by: hroberts

Programs
referencing this
course

131: Administrative Professional 2 Certificate

Course Name:

   Business Writing 3

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name: Business Writing 3

Subject Code: OADM - Office Administration

Course Number   1203

Year of Study   1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:12 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2.5

Course Description:

Business Writing 3 gives students the skills to apply the communication strategies introduced in Business Writing 1 and Business Writing 2. In addition to developing a strategy to plan communications, students will learn the techniques for writing direct, persuasive, and negative messages. In addition, students will develop strategies for preparing a variety of reports.

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	Select an appropriate writing plan and manage writing time by effective use of the three phases of writing
CLO #2	Emphasize or de-emphasize parts of a message by using appropriate voice and sentence structure
CLO #3	Identify situations where it is appropriate to use the direct or indirect writing plan by interpreting viewpoints different from one's own
CLO #4	Write routine emails and memos that inform, request, or respond by using the appropriate subject line, opening, body, and closing of emails and memos
CLO #5	Write routine letters that inform, request, or respond with the appropriate opening, body, and closing
CLO #6	Write persuasive documents with the appropriate opening, body, and closing
CLO #7	Prepare documents delivering negative news with the appropriate opening, body, and closing
CLO #8	Compose a short report in a form commonly used in business

Instructional
Strategies:

95

This course uses lectures, readings, presentations, and discussions to develop communication strategies for the workplace. Students will follow these strategies by when completing comprehensive exercises and assignments designed to develop critical thinking and clear communication.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	25	Theoretical knowledge of topics
Final Exam	25	Practical application of topics. Open book in-class writing assignment
Assignments	40	Letters, memos, and/or reports demonstrating an understanding of writing plans and organizational strategies
Participation	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

29

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

19

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Review of the three phases of writing

Course Topics:
Direct writing plan for routine emails, memos, and letters
Indirect writing plans for persuasive and negative news memos and letters
Types of business reports and organizational strategies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Program Content Guide for Administrative Professional 2 Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Key: 8560

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:39 am

Viewing: **OADM 1204 : Office Finance**

Last edit: 09/18/19 10:16 am

Changes proposed by: hroberts

Programs
referencing this
course

131: Administrative Professional 2 Certificate

Course Name:
   Office Finance

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name: Office Finance

Subject Code: OADM - Office Administration

Course Number   1204

Year of Study   1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:12 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2.5

Course Description:

This course provides an introduction to accounting principles needed to perform basic bookkeeping operations. Administrative assistant-related activities are emphasized to deal with GST and PST, travel expenses, petty cash, ordering of supplies, and banking procedures. Learners are introduced to a standard accounting software.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify various types of source documents
CLO #2	Record business transactions using the double entry accounting system
CLO #3	Account for GST and PST in business transactions
CLO #4	Enter transactions using special journals
CLO #5	Prepare travel arrangements and complete travel expense vouchers
CLO #6	Record petty cash expenses and reimbursements
CLO #7	Understand banking procedures for depositing money
CLO #8	Understand the procurement cycle for ordering supplies

Instructional
Strategies:

This course uses lectures and PowerPoint presentations to help students achieve the learning outcomes. In addition, the instructor will use assignments and exams to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30%	Assignments - journalizing transactions, petty cash, travel expenses
Assignments	20%	Computerized accounting assignment (20%)
Midterm Exam	20%	
Final Exam	20%	
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

26

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

22

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Double entry accounting system
General Journal
General Ledger
GST and PST
Using special journals

Course Topics:
Petty Cash
Travel arrangements and travel expenses
Banking procedures
Ordering supplies

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

Program Content Guide for Administrative Professional 2 Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8557

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:39 am

Viewing: **OADM 1205 : Social Media and Technology**

Last edit: 09/18/19 3:30 pm

Changes proposed by: hroberts

Programs
referencing this
course
[131: Administrative Professional 2 Certificate](#)

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:12 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:
   Social Media and Technology

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course Name: Social Media and Technology

Subject Code: OADM - Office Administration

Course Number   1205

Year of Study   1st Year Post-secondary

Credits: 1.5

Course Description:

This course exposes students to different types of social media platforms and to a variety of technology and software encountered in the workplace. With hands-on training, students will update information on social media sites, collaborate and share files using various sharing platforms, research cloud-based applications, and create and deliver a presentation using PowerPoint.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify various social media platforms
CLO #2	Update information on social media sites
CLO #3	Create a PowerPoint presentation with multiple slides, transitions, and animations
CLO #4	Research and deliver a presentation on topics including telecommunications software, CRM programs, file sharing applications, and cloud-based applications

Instructional
Strategies:

This course uses lectures and demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the instructor will use assignments and students will be involved in a group project to help apply the course material.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30%	Internet research project
Project	30%	PowerPoint presentation
Assignments	20%	Updating social media sites (5%), WordPress (10%), Adobe Acrobat (5%)
Quizzes/Tests	10%	
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

22.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Social media
Creating PowerPoint slides with text, graphics, slide transitions, and custom animations
Presentation Skills
Research using the Internet

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:39 am

Viewing: **OADM 1206 : Practicum Preparation**

Last edit: 09/18/19 10:17 am

Changes proposed by: hroberts

Programs
referencing this
course

   131: Administrative Professional 2 Certificate

In Workflow

1. 4612 Leader

2. SHP Dean

3. Curriculum
   Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 09/06/19 9:41 am
   Helen Roberts
   (hroberts):
   Approved for 4612
   Leader

2. 09/06/19 10:13 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean

3. 09/19/19 2:04 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Course Name:

  Practicum Preparation

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course   Practicum Preparation
Name:

Subject Code: OADM - Office Administration

Course Number   1206

Year of Study   1st Year Post-secondary

Credits:　　　　　　1.0

Course Description:

This course prepares students prior to their going out on practicum. Students will be required to complete practicum forms and prepare for their practicum interview. Students will also have the opportunity to practice learned material in order to apply their skills on their upcoming practicum. In addition, guest speakers will be invited to speak to students to give insights on employment opportunities and job preparedness.

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	Complete practicum forms
CLO #2	Prepare answers for upcoming practicum interview
CLO #3	Apply skills to manage more comprehensive projects in a simulated office environment
CLO #4	Describe appropriate employment strategies for a variety of industries

Instructional
Strategies:

This course uses comprehensive projects designed to put into practice the skills learned throughout the program. Role-playing will be utilized to prepare students for their upcoming interviews with their host companies. In addition, guest speakers will be invited to speak to the students regarding employment opportunities and job preparedness.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20%	Practicum Host Assignment
Assignments	10%	Practicum Interview Assignment
Project	30%	Word Project
Project	30%	Excel Project
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

4

Lab, Clinical, Shop, Kitchen, Studio, Simulation

17

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Practicum Preparedness
Company Research
Creating marketing material in Word
Managing financial data using Excel

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:39 am

Viewing: **OADM 1207 : Access**

Last edit: 09/18/19 12:47 pm

Changes proposed by: hroberts

Programs
referencing this
course

131: Administrative Professional 2 Certificate

Course Name:

  Access

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name: Access

Subject Code: OADM - Office Administration

Course Number   1207

Year of Study   1st Year Post-secondary

In Workflow

1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:13 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1.5

Course Description:

This course provides students with an understanding of how to manage information using MS Access, a relational database management system. Through hands-on training, students focus on how to add, update and delete information in tables, create basic forms for data entry, generate queries for extracting data, and produce reports for distribution.

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	Demonstrate an understanding of the concept of a relational database
CLO #2	Add, edit, and delete records in tables
CLO #3	Add, edit, and delete records in forms
CLO #4	Create queries with basic criteria to search for and extract data
CLO #5	Generate and format basic reports

Instructional
Strategies:

This course uses lectures and demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the instructor will use assignments to help students apply the course material and identify strengths and weaknesses of their knowledge gained in the course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15%	Tables assignment
Assignments	15%	Forms assignment
Assignments	15%	Queries assignment
Assignments	15%	Reports assignment
Quizzes/Tests	30%	
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

16

Lab, Clinical, Shop, Kitchen, Studio, Simulation

14

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Relational database and database design
Creating and entering data in tables
Creating and entering data in forms
Creating select queries with criteria
Generating and formatting reports

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:39 am

Viewing: **OADM 1208 : Office Skills 2**

Last edit: 09/18/19 3:32 pm

Changes proposed by: hroberts

Programs
referencing this
course

131: Administrative Professional 2 Certificate

Course Name:
   Office Skills 2

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Approval Path

1. 09/06/19 9:41 am
   Helen Roberts
   (hroberts):
   Approved for 4612
   Leader
2. 09/06/19 10:14 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 09/19/19 2:04 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

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

Banner Course   Office Skills 2
Name:

Subject Code: OADM - Office Administration

Course Number   1208

Year of Study   1st Year Post-secondary

Credits: 2.0

Course Description:

This course prepares students in advanced administrative duties such as minute taking and transcription. In addition, students understand the importance of communication styles, and develop best practices for dealing with conflict, delivering feedback, and problem solving. Time and project-management skills will also be emphasized as students will be required to put together a portfolio of their work acquired throughout the program.

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	Take meeting minutes
CLO #2	Transcribe documents using transcription software
CLO #3	Integrate MS Office applications
CLO #4	Develop conflict resolution strategies in the workplace
CLO #5	Deliver and receive constructive feedback
CLO #6	Solve problems by using appropriate conflict resolution strategies
CLO #7	Demonstrate organizational, time-management, and project-management skills
CLO #8	Confidently and accurately receive calls and take messages

Instructional
Strategies:

This course uses lectures and demonstrations to help students achieve the learning outcomes in an interactive manner. In addition, the Learning Branch, an eLearning communication application, will be used to guide students in simulated office practices to build communication competencies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25%	Taking minutes (10%), Transcribing documents (5%), MS Office integration (10%)
Portfolio	20%	
Quizzes/Tests	20%	
Lab Work	25%	LearningBranch modules
Participation	10%	

Hours by Learning Environment Type

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

29

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Minute taking
Transcription
Integration
Effective communication
Front-line reception

Course Change Request

New Course Proposal

Date Submitted: 09/06/19 9:40 am

Viewing: **OADM 1209 : Admin Professional Practicum**

Last edit: 09/18/19 10:18 am

Changes proposed by: hroberts

Programs
referencing this
course
[131: Administrative Professional 2 Certificate](#)

Course Name:
  Admin Professional Practicum

Effective Date: May 2020

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

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

Banner Course
Name:
         Admin Professional Practicum

Subject Code: OADM - Office Administration

Course Number   1209

Year of Study   1st Year Post-secondary

In Workflow
1. **4612 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path
1. 09/06/19 9:41 am Helen Roberts (hroberts): Approved for 4612 Leader
2. 09/06/19 10:14 am Dennis Innes (dinnes): Approved for SHP Dean
3. 09/19/19 2:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 3.0

Course Description:

This three-week practicum in an office gives students practical experience in applying the knowledge and skills acquired throughout the program.

Course Pre-Requisites (if applicable):

OADM 1201 Word 2, OADM 1202 Keyboarding 2, OADM 1203 Business Writing 3, OADM 1204 Office Finance, OADM 1205 Social Media & Technology, OADM 1206 Practicum Preparation, OADM 1207 Access, and OADM 1208 Office Skills 2

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 the knowledge and skills from the program in an office setting
CLO #2	Demonstrate appropriate business-related interpersonal skills
CLO #3	Demonstrate professional behaviour through consistent work behaviour and punctuality
CLO #4	Demonstrate good attitude and initiative

Instructional Strategies:

Practicum hosts mentor students performing a variety of office tasks.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Practicum	100%	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   90

Self Paced / Individual Learning

Course Topics

Course Topics:
Administrative assistance skills
Professional behavior
Effective communication

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

   Program Content Guide for Administrative Professional 2 Certificate

DECISION NOTE

September 30, 2019

PREPARED FOR: Education Council

ISSUE: Prior Learning Assessment & Recognition (PLAR) in Program Content Guide (PCG)

BACKGROUND:

As new program pages are being designed and developed for the website, there is a push to move forward with consistent and clear language in certain areas of PCGs.

DISCUSSION:

The PLAR availability section of PCGs has been identified as an areas in PCGs that is fairly inconsistent in the language used to define whether a program does or does not accept PLAR. To help clarify this for students, and on the website, there has been some discussion about how best to clean up this field in CourseLeaf. Work on standardized language for programs that accept PLAR is in progress, and an omnibus motion will be presented at a later date.

The following standardized wording is being proposed for **programs with NO PLAR:**

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

Refer to Appendix A for a list of all programs with NO PLAR and recommended NO PLAR language.

Curriculum Committee supported the proposal presented at its September 17, 2019 meeting.

RECOMMENDATION:
THAT Education Council approve the revised wording to the PLAR section in programs that have no PLAR.

Prepared by:
Nicole Degagne
Coordinator, Curriculum and Policy

Appendix A

Program Name	PLAR (current)	PLAR (recommended)
PROGRAMS WITH NO PLAR		
ABE Graduation Program Certificate	None	Prior learning assessment and recognition is not available for this program.
ABE Intermediate Program Certificate	None	"
Access to Practical Nursing Diploma	None	"
Acute Care for Health Care Assistants Short Certificate	Prior Learning Assessment is not available.	"
Administrative Assistant Certificate		"
American Sign Language and Deaf Studies Certificate	N/A	"
Asian Culinary Arts Certificate	Not applicable.	"
Auto Collision and Refinishing Diploma	PLAR is not available in this program.	"
Auto Collision Repair Technician Certificate	PLAR is not available in this program.	"
Auto Collision Repair Technician Certificate (High School Cohort)	PLAR is not available in this program.	"
Auto Refinishing Prep Technician Certificate	PLAR is not available in this program.	"
Automotive Service Technician Harmonized Foundation Certificate	None	"
Automotive Service Technology Diploma	None	"
Baking and Pastry Arts - Artisan Baking Certificate		"
Baking and Pastry Arts - Pastry Certificate		"
Baking Foundation Certificate	N/A	"
Building Manager Certificate	No PLAR at this time.	"
Business and Project Management Post Degree Diploma	PLAR is not available to students enrolled in this diploma.	"
Business and Technical Writing Certificate	No PLAR for this program.	"
Business Leadership and Management Certificate	No PLAR for this program.	"
Canadian Business Management Post-Degree Diploma	PLAR will not be available to students enrolled in this diploma.	"
Career Awareness Certificate	N/A	"
Certified Dental Assisting Certificate (onsite)	No PLAR available.	"
Computer Systems Technology Diploma	PLAR is not available for this program	"
Culinary Arts Diploma	Not available.	"
Dance Diploma	None.	"
Deaf and Hard of Hearing Adults Job Readiness Certificate	None	"

Program Name	PLAR (current)	PLAR (recommended)
Dental Reception Coordinator Certificate	No PLAR available.	"
Dental Technology Sciences	None available	"
Early Childhood Care and Education Certificate	This program does not accept PLAR at this time.	"
ECCE Post-Basic Diploma	This program does not accept PLAR at this time.	"
ESL Pathways Advanced Certificate		"
ESL Pathways Certificate		"
Esthetics Certificate	None	"
Executive Assistant Certificate		"
Fashion Merchandising Associate Certificate	No PLAR at this time	"
First-year University Transfer Computing Science and Software Systems Certificate	None	"
First-year University Transfer Engineering Certificate	None	"
First-year University Transfer Environmental Studies Certificate	None	"
Food Service Careers Certificate	N/A	"
Graphic Design Diploma		"
Hairstylist Certificate	PLAR is not available in this program.	"
Health Care Assistant Certificate	Not available.	"
Health Care Assistant Certificate (ESL Cohort)	Not available at this time.	"
Health Unit Coordinator Certificate	Not available	"
Heavy Mechanical Technology Diploma (International Cohort)	PLAR is not available in this program.	"
Heavy Mechanical Trades Certificate	PLAR is not available in this program.	"
Jewellery Art and Design Diploma	None.	"
Leadership Certificate	No PLAR for this program.	"
Leadership Coaching Associate Certificate		"
Leadership Coaching Certificate	No PLAR for this program at this time.	"
Legal Administrative Assistant Certificate (Full Time)	Prior Learning Assessment & Recognition is not available for the courses in this program.	"
Legal Administrative Assistant Certificate (Part Time)	Prior Learning Assessment & Recognition is not available for the courses in this program.	"
Management Skills for Supervisors Certificate		"
Medical Device Reprocessing Technician Certificate	n/a	"
Medical Laboratory Assistant Certificate	Not available at this time	"
Occupational/Physical Therapist Assistant Diploma	Not available	"

Program Name	PLAR (current)	PLAR (recommended)
Office Administration Certificate: Administration and Supervision	Prior learning assessment and recognition is not provided for this program.	"
Office Administration Certificate: Legal Office Skills	Prior learning assessment and recognition is not provided for this program.	"
Office Administration Certificate: Medical Office Skills	Prior learning assessment and recognition is not provided for this program.	"
Office Administration Certificate: Record Management Skills	Prior learning assessment and recognition is not provided for this program.	"
Paralegal Certificate	Prior learning assessment and recognition is not provided for this program.	"
Paralegal Diploma	Prior learning assessment and recognition is not provided for this program.	"
Pharmacy Technician Certificate	Not available at this time	"
Practical Nursing Diploma	None	"
Professional Cook 1 Certificate (ITA Youth Cohort)	n/a	"
Professional Cook 1 Plus Certificate	n/a	"
Professional Cook 2 Advanced Certificate	n/a	"
Renal Dialysis Technician Short Certificate	This program does not accept PLAR at this time.	"
Retail and Hospitality Careers Certificate	N/A	"
Sport and Recreation Management Certificate	This program does not accept PLAR at this time.	"
Transportation Trades Sampler Short Certificate	PLAR is not available in this program. Maximum time for completion is two years.	"
University Transfer Arts Certificate	None	"
University Transfer Pathway to Health Sciences Certificate	None	"
Wedding and Event Management Certificate		"

2020 CURRICULUM DOCUMENTATION APPROVAL TIME FRAME

NOTE TO CURRICULUM DEVELOPERS / DEPARTMENT LEADERS:
To avoid unnecessary delay, contact CTLR and the Registrar's Office, and begin the consultation process with required internal and external areas as early as possible in the curriculum design and development process.

DEPARTMENT LEADER & DEAN approve completed documentation in CourseLeaf Workflow by	CURRICULUM COMMITTEE meeting package emailed to members	CURRICULUM COMMITTEE meets	EDUCATION COUNCIL meeting package emailed to members	EDUCATION COUNCIL meets	BOARD OF GOVERNORS meets
November 8, 2019	November 12, 2019	November 19, 2019	December 3, 2019	December 10, 2019	February 19, 2020
December 6, 2019	December 10, 2019	December 17, 2019	January 7, 2020	January 14, 2020	February 19, 2020
January 10, 2020	January 14, 2020	January 21, 2020	February 4, 2020	February 11, 2020	February 19, 2020
February 7, 2020	February 11, 2020	February 18, 2020	March 3, 2020	March 10, 2020	March 25, 2020
March 6, 2020	March 10, 2020	March 17, 2020	April 7, 2020	April 14, 2020	May 27, 2020
April 10, 2020	April 14, 2020	April 21, 2020	May 5, 2020	May 12, 2020	May 27, 2020
May 8, 2020	May 12, 2020	May 19, 2020	June 2, 2020	June 9, 2020	June 24, 2020
June 5, 2020	June 9, 2020	June 16, 2020	September 1, 2020	September 8, 2020	TBD
August 7, 2020	August 11, 2020	August 18, 2020	September 1, 2020	September 8, 2020	TBD
September 4, 2020	September 8, 2020	September 15, 2020	October 6, 2020	October 13, 2020	TBD
October 9, 2020	October 13, 2020	October 20, 2020	November 3, 2020	November 10, 2020	TBD
November 6, 2020	November 10, 2020	November 17, 2020	December 1, 2020	December 8, 2020	TBD
December 4, 2020	December 8, 2020	December 15, 2020	January 5, 2021	January 12, 2021	TBD

CONTACTS
Centre for Teaching, Learning & Research (CTLR): iasupport@vcc.ca, ext. 8372 or 7061/7111
Registrar's Office: Denis Seremba, dseremba@vcc.ca, ext. 7109
Education Council: Darija Rabadzija, drabadzija@vcc.ca, ext. 7023
Curriculum Committee Chair: Todd Rowlatt, trowlatt@vcc.ca, ext. 8652
Education Council Chair: Elle Ting, eting@vcc.ca, ext. 8308

Last revised: 2019-08-29

INFORMATION NOTE

September 11, 2019

PREPARED FOR: Education Council

ISSUE: **D.4.2. Student Complaints (formerly Student Grievance)**

BACKGROUND:

This policy concerns the rights of a student to complain about the conduct of any employee of the College, on any matter, where the subject matter of that complaint is not covered by another more specific policy. The policy also covers a student's right to appeal an initial decision made under this policy. The policy is meant to fill gaps between other policies which cover specific areas, like academic conduct or suspension/expulsion.

DISCUSSION:

The committee discussed several aspects of this policy:

a)   Procedures and definitions were included to deal with frivolous or bad faith complaints;

b)   Students will have the right to procedural fairness in all aspects of the process;

c)   Students and respondents will have the right to have an advisor or companion present at all phases of the process;

d)   While a student has the right to appeal the decision of an original decision maker under this policy, a College employee does not have that right of appeal; and

e)   Decisions of the appeal tribunal will be recorded.

RECOMMENDATION:

Education Policy Committee provides policy and procedures D.4.2 – Student Complaints (formerly Student Grievance) to Education Council for information and recommends it be posted for community feedback.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee

VANCOUVER
COMMUNITY
COLLEGE

POLICY

Policy No.	**D.4.2**
Title	**Student Complaints (About Instruction, College Services and Employees)**
Approval Body	President/Board of Governors
Policy Sponsor	Associate Vice President, Student Success
Last Revised/Replaces	January 29, 2004 (Student Grievance)
Effective Date	

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) is committed to providing high quality instruction and services to its students.

The purpose of this Policy is to provide a mechanism for Students to address their complaints about course instruction, College services or College employees. This Policy and its related Procedures outline the principles governing student complaints about such issues, and establish procedures for dealing with those complaints.

SCOPE AND LIMITS

This Policy applies to all Student complaints about instruction, services, employees and practices at Vancouver Community College.

This policy does not apply to matters specifically covered under other College policies.

STATEMENT OF POLICY PRINCIPLES

1. The College is committed to providing training, education and support to College personnel on the student complaint process at VCC.
2. VCC is committed to fair and transparent treatment of students. The filing of a complaint is the right of every VCC Student.
3. Anonymous complaints cannot be considered under this policy.
4. Students have the responsibility to file good faith complaints.
5. Any retaliation against a Student who files a complaint will not be tolerated.
6. All complainants/respondents have the right to have an ally, companion, support person and/or advocate attend meetings or processes associated with the complaint.
7. This policy is not to be interpreted, administered, or applied in such a way as to detract from the right and obligation of the College to manage and sanction Students in

accordance with VCC's policies and procedures. The exercise and discharge in good faith of the College's rights and duties do not constitute a breach of this policy.

8. The filing of a complaint against an individual will not, in and of itself, constitute grounds for action against that individual.

9. It is the College's responsibility to take action when a complaint under this policy has been established

10. Any action arising from a complaint under this Policy will be consistent with the College's policies, procedures, practices, collective agreements and legislation governing such issues.

11. All individuals involved in a complaint will be treated in a fair and equitable manner, in accordance with the principles of Procedural Fairness and Natural Justice.

12. All participants in the process including Students, Respondents and Decision Makers share the responsibility to advance the process in a timely manner.

13. The College will strive to provide a safe and supportive environment throughout the complaint process.

14. The College will strive to incorporate Indigenous conflict resolution practices where relevant and may enlist the support of VCC Indigenous Education and Community Engagement for support.

15. The College will ensure that all processes are made accessible to all students and in line with the proper discharge of VCC's duty to accommodate students with disabilities.

16. All complaints will be dealt with in a confidential manner. Information will be shared on a 'need to know' basis in order to properly investigate or resolve a complaint.

DEFINITIONS

Bad Faith Complaint: An allegation made by a Student who knows such allegation to be false or inauthentic, or without serious purpose or value.

College Service: Any College unit, department, process, system or structure, customarily supportive of student educational programming (such as VCC's library, registrar's office, etc.) including allied campus facilities such as VCC's cafeterias, bookstores, or other College owned amenities.

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

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

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

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

Reasonable Timeframe**:** A length of time which at once is sensitive to student needs, mindful of administrative demands on the College and varies according to what should properly be allowed given the nature, complexity or gravity of the task or tasks given the circumstances.

Decision Maker**:** The College individual who is best placed to address the complaint because their authority permits them to review and resolve the complaint. Typically this will be an individual at the Dean or Director level or higher and will be the next logically placed individual within the College hierarchy relevant to the complaint.

Respondent**:** A person against whom a complaint has been made or, in the case of a complaint made against a College service, the employee(s) responsible for that service.

Student**:** A VCC applicant or individual seeking admission, active student or individual who has attended a program in the last three months.

RELATED LEGISLATION & POLICIES

Legislation
Freedom of Information and Protection of Privacy Act

Policies
A.1.2   Student Appeals to the College Board
A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.6   Standards of Employee Conduct & Conflict of Interest
C.1.2   Appeal of Final Grade
A.3.6   Standards of Employee Conduct & Conflict of Interest
A.3.8   Violence Prevention
A.3.9   Records Management
A.3.10 Sexual Violence & Misconduct
B.2.19 Whistleblower
B.3.8   Smoking on Campus
B.3.9   Use of College Supplies, Products, Services, Facilities
B.3.10 Establishing Discount Rates for VCC employees, students
C.1.2   Appeal of Final Grade
D.2.3   Student Financial Aid
D.3.4   Tuition and Fee Refund

D.3.6   Admissions
D.3.9   Tuition Waiver for Seniors
D.4.1   Students with Disabilities
D.4.3   Student Code of Conduct (Non-Educational Matters)
D.4.5   Student Educational Conduct
D.6.1   Lending and Borrowing College Equipment
F.1.03 Conflict of Interest Related to Research

RELATED PROCEDURES

Refer to D.4.2 Student Complaints (About Instruction, College Services and Employees) Procedures

VANCOUVER COMMUNITY COLLEGE

PROCEDURES

Policy No.	**D.4.2**
Title	**Student Complaints (About Instruction, College Services and Employees)**
Approval Body	<mark>President/Board of Governors</mark>
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RESOURCES

1. Students are strongly encouraged, at every stage, to consult the College Arbiter of Student Issues or the VCC Students' Union Advocate for guidance on this Policy and Procedures.

2. Respondents may access the Arbiter of Student Issues, Human Resources or their association/union for information or support around a complaint.

3. Both the Student and the Respondent have the right to have a person advise and/or accompany them throughout these Procedures.

INITIAL REVIEW: FACTS AND ISSUES

Informal Resolution

4. A Student who believes they may have grounds for a Complaint should first attempt to resolve the matter on an informal basis, by communicating their concern(s) directly to the Respondent. It is recommended that the Student access support of the College Arbiter of Student Issues, a Department Leader or the individual directly responsible for supervising the Respondent for assistance in resolving the matter on an informal basis, especially if the Student is concerned about any power imbalance present in the situation.

5. Any resolution reached at this stage:

    a. Will be documented and acknowledged by the parties. A copy of the resolution document will be provided to the Student and the Respondent.

    b. Will bring the matter to a close. The Student will only be permitted to pursue the matter further through the Formal Resolution process set out below on the basis of:
        i. Existent procedural fairness issues with the resolution and/or
        ii. The fact that the resolution has not been implemented.

6. If the matter is not resolved at the Informal Resolution stage above, the Student may file a formal Complaint at the Formal Resolution stage. The Complaint must be filed

within a Reasonable Time Frame not exceeding twenty-one (21) business days from the date of the incident.

Formal Resolution

7. In the absence of a stated timeline, the required action for procedures below will be completed within a Reasonable Time Frame. All processes will be completed within a time frame that reflects fairness to all parties and that addresses any practical issues (i.e., coordination of meeting constraints; Decision Maker's Office capacities and priorities; etc.).

8. The Student must complete and submit a Student Complaint Form. This form is available on the VCC website. The Student should seek assistance from the College Arbiter of Student Issues if they are unable to identify who the Decision Maker is to review their complaint.

9. The Decision Maker will determine:

    a. Whether the complaint properly falls under the scope of their portfolio;

    b. Whether the complaint properly falls under this Policy;

    c. Whether the complaint was submitted within a Reasonable Time Frame; and

    d. Whether the Student has made a case, which, on its face, has merit and is not a Bad Faith Complaint.

10. If the Decision Maker determines that the complaint does not properly fall under the scope of their portfolio, the Decision Maker will forward the complaint to the appropriate Decision Maker and will advise the Student. The Decision Maker may seek assistance from the College Arbiter of Student Issues if they are unable to identify the appropriate Decision Maker to review the complaint.

11. If the Decision Maker determines that the complaint does not meet the conditions set out in #11 b. to d. above, the Decision Maker will refuse to review the complaint and will provide the Student with a written rationale for this decision.

12. Where applicable, the Decision Maker should re-direct the Student to the appropriate policy for their complaint or other student services within the College to assist the Student.

13. The Decision Maker will provide the Respondent with a copy of the original complaint.

14. Interim Measure: Where the Decision Maker considers it appropriate to do so, the Decision Maker may put interim measures into place pending the disposition of the complaint. The Decision Maker shall ensure that such measures are non-punitive in nature. In particular, the Decision Maker shall ensure that the Student's learning is not negatively impacted.

15. The Decision Maker will investigate the Complaint. As part of the investigation, the Decision Maker must provide the Student an opportunity to meet to discuss the Complaint in person. The Decision Maker must also provide the Respondent with a reasonable opportunity to respond to the Complaint.

    a. If the nature of the matter requires it, the Decision Maker may consult with internal or external resources including seeking a legal opinion.

16. Once the investigation is concluded, the Decision Maker will draft and provide the Student and Respondent with a written decision with rationale. This communication will be done in confidence.

17. If further action is required, the Decision Maker will carry this out in accordance with College policies and practices and in compliance with the requirements of any relevant collective agreements.

18. The documentation pertaining to the Complaint, the process for resolution, and the decision of the Decision Maker will be kept by the office of the Decision Maker for retention according to Freedom of Information and Protection of Privacy legislation and, where deemed necessary due to the nature of the complaint, will be forwarded to the relevant Vice President.

APPEAL: PROCEDURAL FAIRNESS OR NATURAL JUSTICE &/OR NEW INFORMATION

19. A Student may appeal any initial decision made by a Decision Maker under this policy by submitting a Student Complaint Appeal Form, along with all supporting documentation, to the Registrar's Office. If the complaint is against the Registrar's Office, the Student's submission must be provided to the Associate Vice President, Student Success.

20. Grounds for appeal are limited to the following:

    a. There is a reasonable apprehension of bias on the part of the Decision Maker who rendered the decision being appealed;

    b. The initial review or investigation and/or decision being appealed lacked Procedural Fairness; or

    c. There is substantive new information that would have affected the decision being appealed that was unavailable at the time of the initial review or subsequent investigation leading to the disposition of the case. Challenges to determinations of facts related to the original complaint will not be considered.

21. Appeals must be submitted within ten (10) business days of the date when the Student was notified in writing of the original decision. Submissions received after ten (10) business days will be forwarded to the Appeal Hearing Committee for a decision as to whether or not they will hear the case.

22. Upon receipt of the Appeal Request Form, the Registrar, as soon as practicable and in a Reasonable Time Frame, will form an Appeal Hearing Committee.

23. The Appeal Hearing Committee will typically consist of five (5) members, composed of the following tribunal-trained individuals:

    a. An Appeal Hearing Committee Chair (Chair) who will vote only in the event of a tie;

    b. Two (2) College personnel; and

    c. Two (2) student members.

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

25. The Registrar's Office will submit the Student's Appeal Request Form and supporting documentation to the Appeal Hearing Committee Members. If the Appeal is based on Appeal ground 'C', that is, "[t]here is substantive new information that would have

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affected the decision being appealed that was unavailable at the time of the investigation", the Registrar will also furnish the Appeal Hearing Committee Members with documentation from the Decision Maker relevant to the decision being appealed.

26. Upon receipt of the appeal information from the Registrar, the Chair will call an initial meeting of the Appeal Hearing Committee to review the documentation and decide whether to accept the appeal request or reject it based on insufficient grounds. The Chair will notify the Student of this decision. If the appeal request is accepted, the Chair will normally schedule an Appeal Hearing within fifteen (15) business days of receipt of the Appeal Request.

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

28. The Appeal Hearing may be attended by:

    a. Members of the Appeal Hearing Committee;

    b. The Student;

    c. The Decision Maker (or delegate) who rendered the original decision;

    d. Witnesses;

    e. The College Arbiter of Student Issues (observer only); and

    f. Other persons as indicated below.

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

30. The Student may:

    a. Have a VCC Students' Union Advocate to advise them during the Hearing. However, the student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Appeal Hearing Committee.

    b. Have a support person present. The support person may not speak to the Committee.

    c. Request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and must inform the Chair of such requirements as soon as possible but no less than five (5) business days before the Appeal Hearing.

31. During the Appeal Hearing, the Chair will ensure that protocol and procedural fairness are followed.

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

33. The decision:

    a. will be based on the "balance of probabilities"; and

    b. will be made by majority vote, with the Chair voting only in the event of a tie.

34. The Appeal Hearing Committee may:

    a. Order a new review or investigation of the original complaint with a new Decision Maker based on the conclusion that:

        i. The initial review or disposition of the case lacked Procedural Fairness or that the Decision Maker responsible for the initial review or disposition of the case demonstrated bias; and/or that

   ii. There is new substantive information unavailable during the initial review or disposition of the case that would have had a significant impact on the decision made;

  b. Consider the matter closed based on the fact that:

   i. The initial review, investigation or decision making process was procedurally fair or that the Decision Maker responsible for the initial review or disposition of the case demonstrated no bias; and/or that

   ii. There is no new substantive information unavailable during the initial review or disposition of the case that would have had a significant impact on the decision made.

35. The decision and rationale will be provided in person on the same day of the Hearing and/or in writing to the Student and Decision Maker responsible for the original disposition of the case within three (3) business days of the Hearing. The decision of the Appeal Hearing Committee is final.

36. All Appeal Hearings will be recorded.

Documentation

37. With the exception of the Student, all Hearing participants are expected to return all documentation to the Chair at the close of the Hearing and to maintain the confidentiality of the proceedings.

38. All documentation including a copy of the written decision of the Committee, recordings relating to the complaint and/or its appeal will be maintained in the office of the Decision Maker in accordance with Freedom of Information and Protection of Privacy legislation. These records will remain confidential.

RELATED POLICY

Refer to D.4.2 Student Complaints (About Instruction, College Services and Employees) Policy

PROGRAM RENEWAL

Final Report

Administrative Assistant Certificate

Submitted to

Dennis Innes, Dean, School of Hospitality, Food, and Business

David Wells, Vice President - Academic & Applied Research

Todd Rowlatt, Chair, Program Review & Renewal Committee

Elle Ting, Chair, Education Council

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

On September 9th 2019

By

Andy Sellwood (chair), Helen Roberts, Gayle Spurr, Kim Huie, Claire Sauve, Janet Latter, Dennis Innes, Janet Wynne

Table of Contents

1   Acknowledgements

This report was prepared by the Program Renewal Steering Committee, which was led by Andy Sellwood as chair.

2   Executive Summary

The Administrative Assistant Certificate is an 8-month, full-time program in which students learn advanced skills in Microsoft Office, effective business communication skills, financial record keeping, data management and integral office procedures. The program is well-designed, with courses sequenced in a way that builds on the knowledge and skills learned in previous courses.

Program renewal was initiated partly because it had been some time since the last renewal (2011), partly because enrolment has decreased, and partly because changes are required to meet student needs and workplace demands.

An 'unofficial' renewal of the program was started in November 2017 at the request of the Dean of the School of Hospitality, Food Studies & Applied Business. Meetings were held with program faculty and staff and a number of surveys were conducted of students, graduates, and practicum hosts. Work on the 'unofficial renewal' was put on hold during the spring of 2018. Subsequently, an official renewal of the program was started in August 2018. Work on the self-study report started in the fall of 2018 and the report was completed in February 2019.

Forty-two recommendations were put forward by the Administrative Assistant Program Renewal Steering Committee, in the areas of *Curriculum & Instruction, Instructors & Staff, Student Outcomes, Program Planning and Administration, Learning Environment,* and *Student Support Services.* Examples of key recommendations are to: reorganize the program into two 4 month modules, extend the practicum length to three weeks, remove the keyboarding admission requirement, and to consider the creation of new courses which focus on Outlook and job search skills.

In April 2019, an external review team was formed with individuals from BCIT, Douglas College, and Talentcor. The team reviewed the self-study and conducted a site visit (which included meeting with instructors, staff, students and graduates, as well as a tour of the space used by the administrative assistant program). The external review team submitted a report in which they supported thirty-three of the recommendations in the self-study. The team added additional recommendations such as adding Adobe Acrobat and Google docs to the program content, reducing daily typing hours in-class, and considering some outside change management assistance in the department as the program curriculum and structure changes occur.

The Administrative Assistant Program Renewal Steering Committee reviewed the External Review report. The steering committee then categorized all of the recommendations based on their importance/urgency and on the resources required to successfully fulfill the recommendation. A separate Action Plan, submitted alongside this final report, shows the key initiatives generated by the dean, department leader, faculty, and staff based on the aforementioned categorization of the recommendations.

3   Self-Study Report Summary

Overview

This section provides a summary of the findings and conclusions from the self-study report. It is organized into the six key performance indicators (KPIs) laid out in policy C.3.2 Program Review and Renewal:

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

A. Curriculum and Instruction

The Administrative Assistant Program has been offered under different names by Vancouver Community College since at least the 1960s. The program comprises 34 credits, taken full-time over eight months. There are three admission requirements for the program: high school graduation, completion of English 12, and touch typing at 25 gross words per minute on a 5–minute test with a maximum of 5 errors.

Students learn advanced skills in Microsoft Office, effective business communication, basic financial record keeping, data management, and integral office procedures. They demonstrate efficient time management techniques by determining work priorities when creating, revising, transcribing, formatting, and processing a wide range of business documents. Students use word processing, spreadsheet, database, and accounting software to perform a variety of assignments to the professional standards expected in an office.

The current Program Content Guide was updated in August 2016 to incorporate the revised Policy C.1.1 Grading, Progression and Withdrawal. The PCG and course outlines are not in the most current format; work was commenced to update the documents, but was halted in 2016 as it was determined that the program would go through program renewal.

The course outlines most recently approved by Curriculum Committee date from 2010.

The courses taught in Term 1 are:

Half-day	Credits	Half-day	Credits
Introduction to Computers & Word	2.5	Speed & Accuracy 1	2.5
Intermediate Word	2.0	Business Communications 1	2.0
Document Formatting	2.0	Human Relations	2.0
Spreadsheet/Excel	2.0	Business Communications 2	2.0

The courses taught in Term 2 are:

Half-day	Credits	Half-day	Credits
Speed & Accuracy 2	2.5	Database (Access) & Office Integration	2.5
Basic Bookkeeping	2.0	Electronic Transcription	2.0
Computerized Accounting (Sage 50)	2.0	Office Procedures	2.0
Office Simulation	2.0	Work Experience (Practicum)	2.0

In order to examine the effectiveness, currency and quality of the curriculum, surveys were deployed to term 1 students, term 2 students, and graduates between December 2017 and August 2018. In addition, comments from PAC meetings, DACSO long responses, and both practicum hosts and students were reviewed. Finally, job postings were examined for skills sought by employers.

Key Findings:
- The most popular computer programs seen in job postings are Excel, Microsoft Office, and Word. Practicum students most use Excel, Outlook, and Word.
- The skills most wanted in job postings are accounting and reception skills. The skills most used by practicum students are filing, taking inventory and reception.
- 40 GWPM is generally a required keyboarding speed for employment.

- Overall, 60.7% of the surveyed students thought the practicum should be three weeks or longer. That number is slightly higher for graduates at 62%.
- From the data gathered in the graduate survey it was found that graduates:
    - Wanted more Outlook (lots of comments) and Excel
    - Felt that topics in conflict resolution, public speaking, and role-playing should be added to the Human Resources course
    - Wanted to add courier delivery, reception skills, and front desk simulation to the Office Simulation course
    - Wanted to add cloud-based programs such as Google Drive and Dropbox
    - Wanted to add topics such as recording minutes and social media skills
- Overall, the PCG goals align with the industry needs for entry level administrative assistants, except that the data suggests that students need:
    - Less advanced level of skills in MS Excel and Access than they currently develop
    - MS Outlook
    - Limited basic bookkeeping and accounting
    - To work more on their human relations skills, including reception and telephone answering skills
    - Less transcription, as few employers are now dictating reports/letters for transcription (or they are using voice recognition software, which will require editing skills)
    - To learn how to take minutes at meetings
    - The basics of social media used for business

Strengths

- From the data gathered in the graduate survey it was found that graduates:
    - Felt Keyboarding, Word, Outlook, and Excel courses were useful
    - Thought the Document Formatting, Business Communications, and Practicum were the best parts of the program
    - Developed skills in professionalism, assertiveness, presentations, and time management
    - Like the face-to-face delivery of the program

Challenges

- From the data gathered in the graduate survey it was found that graduates:
    - Felt Human Relations, Office Simulation, and Transcription courses were not useful and needed changing
    - Felt there were some concerns with homework load

B. Faculty and Staff

There are currently two full-time regular instructors and three term instructors who teach in the program. Although the intakes for the program were reduced from 5 to 4 per year, there is still a need for more than 2.5 FTEs.

The department head and program assistant assist with this program and four other programs (in the department of Applied Business). A large part of the duties for the program assistant is to find practicum hosts for the programs in the Applied Business department as well as to organize any required documentation.

The two full-time instructors are very experienced and dedicated instructors who have been teaching primarily MS Office programs, transcription, keyboarding, business communications and document formatting for many years. The term instructors are also keen and dedicated to the program.

Two sets of hiring criteria exist in the program for instructors (administrative and bookkeeping & accounting).

The program faculty, department head, and program assistant attended a two-day meeting in January/February 2018 facilitated by an instructional associate and came up with a plan for program revision.

Key Findings:
- Over the last ten years, the Department has had instructors specializing as follows:
  o Computer skills
  o Keyboarding, business communications, and human relations skills
  o Bookkeeping and accounting
- Most faculty use their professional development time to revise and update course materials.
- Instructors still spend a lot of time marking and preparing. They would like to have more time for assigned duties, but also feel a need to be in the classroom helping students.

Strengths
- Dedication of instructors to student success

Challenges
- It has been difficult to find new instructors who have the following combination of skills and experience:
  o Office experience

o   Computer skills
o   Instructor training
o   Teaching experience

C. Student Outcomes

Enrolment and attrition data were provided by the Institutional Research Department. Additional data was taken from the 2013–2017 DACSO[1] survey.

The employment rate right after graduation is not as high as might be expected, given the number of job postings, and it is significantly lower than in the Legal Administrative Assistant, Medical Office Assistant, and Medical Transcriptionist Programs.

According to the DACSO survey for 2013 to 2017 (which had a response rate of 54%), 92% of the respondents were in the labour force, with 73% being employed. Of those, 86% were employed full-time, 80% were employed in a training-related job, and 14% had their current job before or during their training.

Key Findings:
- 39% of graduates said it took them less than one month to find employment (28% said 1 to 2 months)
- 69% of graduates end up employed in office work of some kind
- The average attrition rate for intakes between 2014 and 2017 is 3%
- 27% of graduates took further studies after graduating
- 96% said the program helped prepare them for future studies
- 17% of respondents were currently studying
- 74% of respondents said the program was somewhat or very related to their further studies

Strengths
- Practicum hosts were surveyed and it was found that they are satisfied with students':
  o   attendance, punctuality, and professionalism
  o   ability to keep up with the workload
  o   computer, proofreading, and writing skills
  o   communication and people skills, and ability to take instructions
- Based on the DACSO report 90% of respondents said they were satisfied or very satisfied with the education they received

Challenges
- Some duties required by administrative assistants (based on the NOC #1241) *not* covered in the program include:

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[1] *Source: BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats.*

- o Open and distribute incoming regular and electronic mail and other material and co-ordinate the flow of information internally and with other departments and organizations
- o Schedule and confirm appointments and meetings of employer
- o Order office supplies and maintain inventory
- o Arrange travel schedules and make reservations
- o May compile data, statistics and other information to support research activities
- o May supervise and train office staff in procedures and in use of current software
- o May organize conferences

D. Student Support Services

Input for the renewal on student support services was provided by the department head and email comments from the Counselling, Advising, Disability Services, and Indigenous Education and Engagement Offices. Students have been referred to the Learning Centre, but that does not seem to work well given the nature of their studies; most students needing extra help seek out their instructors.

Recently there has been an increase in international students in the program. Some of those students face additional challenges (e.g. finances, no local support, long work hours, pressure from their families, and difficulty with English). The department has been working with the International Students Office with respect to those students. If the number of students increases as anticipated, there will be a need for more advisors in the International Students Office, perhaps with one dedicated to the Department and other specific programs (as is the case with the Advising Department, Human Resources Department, and the Registrar's Office).

Key Findings:
- Many students in the program face challenges
- The department often refers students to, and works with, the Advising Department, the Disability Services Office, and the Indigenous Education and Engagement Office.
- Students rarely use the VCC Library, as they are not required to do extra reading or significant research.
- There has been an increase in international students in the program

E. Program Planning and Administration

The program has an active and involved Program Advisory Committee ("PAC"). Many PAC members also volunteer their time to give talks to students, usually at Lunch & Learn sessions. The PAC focused on the program renewal at one of their meetings and their comments and suggestions informed possible changes to curriculum as mentioned above.

The Continuing Studies Department ("CS") offers a suite of part-time Office Administration Programs which covers some of the same subjects, but with a very different structure. There is no transferability between the programs and usually no transfer credit can be given because the length of the courses are shorter and the organization of the program content is quite different. The student demographic which is attracted to the Administrative Assistant program is quite different from that for the CS Office Administration program.

Similar programs are offered at BCIT, Langara College and Douglas College (as well as a number of private institutions).

In conjunction with approximately 10 other British Columbia and Yukon post-secondary institutions, the Department offered an Applied Business Technology ("ABT") Program online through BCcampus. BCcampus ended its hosting role in June 2017, but due to its involvement in the ABT program, VCC has the right to use any of the ABT materials if it were to develop its own online courses.

If the program is re-designed into two 4-month modules, it may be possible for students to enter the Legal Administrative Assistant Program directly from the first module. It may also be possible for students completing the first 4-month module to move into the Medical Office Assistant Program or the Medical Transcriptionist Program if, after renewal, those two programs are redesigned to remove the basic office skills currently taught in those programs.

Key Findings:
- Student demographics have not changed much over the years. The students are predominantly female, with seven to eleven males joining the program each year.
- On average, around one-third of the students are funded by government agencies.
- Enrolment has decreased over the last several years, but has levelled off. The department has offered four intakes per year since 2017.
- The Department runs many information sessions to attract new students and posts information about the sessions on the Department's Facebook page.
- The fourth most highly demanded occupation requiring a diploma, certificate or apprenticeship training is administrative assistant (NOC Code 1241). 9,700 job openings are projected for 2018 to 2028.
- In 2017 and 2018 there were more job postings than grads.

Strengths
- There is (and will continue to be) significant demand for this program
- Possible laddering to other Applied Business Programs
- Active and involved PAC.

Challenges
- Confusion for potential students between this program and the CS Office Administration program.
- Fall students start in August and spring students start in April

F.   Learning Environment

The Administrative Assistant Program holds classes in three computer labs on the sixth floor of the downtown campus – in Rooms 619, 621 and 622. When there are four classes running at one time (i.e. two cohorts overlapping two cohorts for four months), classes are also held in the drop-in computer lab, Room 630. There are 23 student computers in 619, 622, and 630, and there are 24 student computers in 621. As the students move between labs for different courses, the cohort limit is 23 students.

Key Findings
- The computers in 619 and 621 were replaced in 2018 (and have video capability). The computers in 622 are scheduled for replacement in late 2018 or 2019.

Strengths
- The north side of Room 616 is used (since its refurbishment in 2007 thanks to funding from sponsors) for the Office Procedures course, with students learning how to use the equipment and practise telephone techniques.

Challenges
- Computer tables are needed, and the students would benefit from more table-top space for their books as the students are quite crowded (especially in Room 622 where the computers are on tables around the walls of the room).
- The program does not have a regular classroom available for group work, discussions, student events, make-up exams, etc.
- The chairs in Room 622 need replacement. Many are stained and/or the adjustment mechanisms are broken. The central work tables in Room 622 need replacement as well, as they are a mismatched set of old and damaged tables.

Recommendations

The self-study recommendations are included in the table under section 5 below.

4   External Review Report Summary

On April 5th 2019, an external review team convened to review the Self-Study Report, and to meet with instructors, staff, and graduates as well as several members of the self-study team. The External Review team also toured the three computer labs where the classes are held.

The external review team focused their review and discussions on the whether the findings and recommendations in the Self-Study Report were validated by the on-site visit. The team also made observations and additional recommendations for the program area to consider.

In the External Review Report, the external review team went through each recommendation to determine whether they supported the recommendation or not. In general, the recommendations in the self-study report were supported by their site visit and review of the Self-Study report.

The external review team strongly supported the following self-study recommendations:

- Create a course about Outlook and investigate ways of using Outlook to schedule and communicate within the program.
- Reorganize the Administrative Assistant Program into two 4-month modules, with a credential awarded at the conclusion of the first module for students leaving the program at that stage.
- Consider re-naming the program and the two modules.
- Submit capital expenditure requests for room renovations and upgrades to desks and chairs, including a simulated office space with cubicles to be used by students during some courses.

The external review team made additional comments such as:

- Consider some outside change management assistance in the department as the program curriculum and structure changes occur.
- Add in Adobe Acrobat (does VCC have a license?).
- Communication lines between department and IT needs to be maintained. Perhaps create an agreement. This is critical for the instructors.
- Google docs are being used more in offices. A variety of software programs could be introduced to students such as Google docs.
- Adopt one keyboarding software (rather than use three).
- Reduce daily typing hours in-class (three hours is too much).
- Restructure class time. Young workers value work-life balance more. By having students do more work in class the marking load could be reduced (there is also the opportunity to see how students are doing day-to-day).

In their concluding comments, the external review team stated, "Overall the program is solid. There is a potential for a cleaner structure with the two four month programs suggested. The content of program is good, just need some tweaks needed in response to changing demographics and needs of industry." Additional comments were:

- "Students are happy with the program. The dedication of the instructors is an asset to the program."
- "The first four month module proposed might be good for more people and may lead to more committed students in the second module."

External Review Team:

- o Debra Williams, Program Head/Instructor: High-Tech Professional Programs, BCIT
- o June Madison, Faculty: Communications Department, Douglas College
- o Nicole Bradfield, Talentcor

5   Steering Committee Response to External Review Report

The external review site visit and report were discussed at an Administrative Assistant Program Renewal Steering Committee meeting on May 13th, 2019.

The steering committee noted that the External Review Report was very functional and did not deviate much from the self-study recommendations.

Steering committee discussed the fact that the external review team did not support the self-study recommendation to 'Incorporate more advanced skills in Word and Excel'. An instructor on the committee noted that students from the program often have more Word and Excel skills than office workers when they go on practicum. The committee agreed to reject this recommendation.

Also discussed was that the external review team did not feel that a whole course on social media was needed (it should be a topic in a course). Some re-design work has already begun and social media will likely be in a combined course with PowerPoint.

The external review team did not cover the recommendation 'Consider removing of the bookkeeping and accounting courses from the program or incorporating a short introduction in another course'. Again, in the re-design work that has been done so far the plan is to reduce the bookkeeping and accounting courses down to one course and add some content on petty cash and supplies.

Steering Committee noted that the external review team supported the recommendations to increase the practicum length from two to three weeks and to keep delivery as face-to-face. It was also noted that the external reviewers supported all of the recommendations in the faculty and staff, student support services, and student outcomes KPIs.

One additional item that was pointed out by the steering committee was that the external reviewers strongly supported the creation of a simulated office space, as well as upgrading the classrooms and adding a classroom dedicated to group work.

Steering Committee reviewed the additional recommendations made by the external review team. Some points that were made included:
- The dean will work with the department to create an action plan
- Adobe is already introduced in a course in the program
- There is someone in IT who has been assigned to coordinate with the program about any software upgrades
- Adding new recommendations: 'Reduce the number of hours spent on Access' and 'Include Google docs'
- The program should teach the best-known software programs with the idea the courses can be adapted to cover other software programs if needed
- The department is looking into a program called Typist which could replace the three

keyboarding software programs currently used
- The re-designed program would have reduced daily typing hours
- A new recommendation was developed after discussions around homework: 'Create departmental guidelines around homework assigned'
- The concept of running elective courses with specializations might be something that works better with Continuing Studies

It was mentioned that, although the program will be likely split into two four-month programs, it would be good to see students committing to completing the full 8 months.

Responses to External Report - Instructors

Feedback was received from two instructors regarding the self-study and external review reports. Much of the re-design work that has been done is already aligned with the feedback received. For example, MS Outlook will be covered very early on in the program and the human relations and reception topics have been combined into one course.

Responses to External Report – VP Academic

Feedback from the VP Academic focused on the following points:

- Regarding the recommendation to 'Redesign the human relations skills course to incorporate more people skills and practice'; "It would be advantageous for the faculty to move forward on this recommendation from the self-study. We know from current research that a 'social skills' cluster is increasing in importance for employers. Skills such as active listening, demonstrating good judgment, demonstrating "good manners" – being polite, welcoming, respectful – are all being identified as critical to a well-rounded employee."
- Concerning the fact that the external review team did not consider some of the recommendations; "I strongly support the faculty taking into consideration each of the recommendations that weren't discussed by the external team. The fact that the reviewers didn't consider them doesn't mean that they aren't of importance to the faculty, and their view of the program."
- And finally, overall; "The reviewers' comments were generally well-taken, and we need to plan how to address the important need for upgrading both physical facilities and software."

6   Final Recommendations

During the program renewal steering committee meeting on May 13th, 2019 the final set of recommendations (those from the self-study, plus the new ones generated from the external review report) were categorized using the contexts of urgency/importance and resources required. These recommendations are broken down into the six key performance indicators (KPIs) and are shown in Table 1. Based on a review of the external review report by the steering committee, some additional recommendations were generated and these are included in Table 2.

Table 1

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
Curriculum and Instruction	Remove the keyboarding admission requirement	(Supported)	High	Low
	Redesign the keyboarding courses to teach touch typing and to have the students achieve at least 30 GWPM	(Supported)	High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	in the first module and 40 GWPM in the second module			
	Consider whether the following courses should contain the same material and have the same number of credits: Word, Intermediate Word and PowerPoint, Business Communications 1 and 2, Document Formatting, Excel, Access	(Not covered during site visit)	High	Low
	Incorporate more advanced skills in Word and Excel	(Not supported)	N/A	
	Create a course about Outlook and investigate ways of using Outlook to schedule and communicate within the program	(Strongly supported)	High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Redesign the human relations skills course to incorporate more people skills and practice	(Not covered during site visit)	High	Low
	Consider creation of a job search course, incorporating the instruction and practice already covered in other courses, and adding more job interview skills	(Supported)	High	Low
	Incorporate the skills needed for reception, telephone, and basic office work (including basic Word and Outlook) into the first module	(Supported)	High	High
	Incorporate an introduction to transcription in another course	(Supported)	Medium	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
	Incorporate minute taking and travel scheduling into an appropriate course	(Supported)	Medium	Low
	Create a course about the business use of social media	(Not supported – incorporate into another course)	N/A	
	Consider removing of the bookkeeping and accounting courses from the program or incorporating a short introduction in another course	(Not covered during site visit)	Medium	High
	Consider whether the Office Simulation course provides a helpful review for the students and/or whether more group work could be incorporated into other courses	(External Review discussions around this recommendation were not conclusive)	High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Extend the practicum length to three weeks, and have it run from Monday through Friday	(Supported)	High	Low
	Change the grade for the practicum from a letter grade to satisfactory/ unsatisfactory	(Supported)	High	Low
	Manage student workload (limit assignments, lengthen key courses, or reduce topics)	(Supported)	Medium	Low
	Consider incorporating grades for participation and whether or how to make attendance mandatory/desirable	(Not supported)	Low	Low
	Keep delivery as face-to-face, but consider using Moodle for parts of courses and consider offering the same courses online	(Not supported)	Medium	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
	Reorganize the Administrative Assistant Program into two 4-month modules, with a credential awarded at the conclusion of the first module for students leaving the program at that stage	(Strongly supported)	High	Low
	Consider re-naming the program and the two modules	(Strongly supported)	High	Low
Faculty and Staff	Revise the area hiring criteria for instructors	(Supported)	Medium	Low
	Ensure an adequate pool of substitute instructors	(Supported)	Medium	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
	Consider hiring a part-time program assistant	(Supported)	Low	High
	Redesign course work to reduce the marking time for instructors and/or increase the ratio of assigned duty to classroom hours	(Supported)	High	High
Student Outcomes	Acquire data on progression of students into the Legal Administrative Assistant and Executive Assistant Programs	(Supported)	High	High
	Find more practicum hosts outside the non-profit sector	(Supported)	Med	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
	Consider how to attract younger students and a more balanced gender ratio	(Supported)	Medium	Low
Student Support Services	Alert new students to Disability Services	(Supported)	High	High
	Consult with the International Students Office with regard to assigning an advisor to the Department programs	(Supported)	Medium	Low
Program Planning and Administration	Consider a name change for the two modules to distinguish them from the current 8-month program	(Supported)	High	Low
	Create an annual budget to fund instructors who are required to rewrite course materials for Windows and MS Office courses to	(Supported)	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
	reflect operating system and software upgrades by the college			
	Submit capital expenditure requests for room renovations and upgrades to desks and chairs, including a simulated office space with cubicles to be used by students during some courses	(Strongly supported)	High	High
	Work with the Marketing Department to improve the visibility of the program	(Supported)	High	High
	Investigate ways to attract more applicants directly from high school	(Supported)	Medium	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
	Consider providing PLAR (prior learning assessment and recognition) for some courses, for example, the Keyboarding courses	(Supported)	High	Low
	Consider starting the "May" intake in May, and the "September" intake right after Labour Day	(Supported)	High	Low
	Consider adding more members to the PAC	(Not supported)	N/A	
	Schedule PAC meetings more regularly	(Supported)	Low	Low
Learning Environment	Pursue with the College the proposal to create a simulated office space with cubicles equipped with phones and computers, so that students can experience	(Supported, high priority)	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	having multiple tasks and interruptions in a simulated work setting, and can practice time management and people skills			
	Continue efforts to have proper computer desks in the computer labs used by students in this program	(Supported)	High	High
	Continue efforts to have all the student chairs in the computer labs replaced	(Supported)	High	High
	Continue efforts to have a classroom or multiple rooms dedicated for group work	(Supported)	High	High
Additional Suggestions/Recommendations		Consider adding Adobe Acrobat	High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	**External Review**		
		Adopt one keyboarding software	High	Low
		Include Google docs	High	Low
		Explore elective courses with specializations in industry	Medium	High

Table 2

KPI	RECOMMENDATIONS BY STEERING COMMITTEE	URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
Curriculum and Instruction	Incorporate Social Media into a course	High	Low

	Consider providing PLAR (prior learning assessment and recognition) for courses, for example the Keyboarding course	High	Low
	Reduce number of hours spent on Access	High	High
	Manage student workload	Medium	Low
	Create departmental guidelines around homework assigned	Medium	Low

Program Renewal: Administrative Assistant
Education Council Report September 2019

Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Incorporate recommended curriculum changes: • Reorganize program into two 4-month modules • Revise admission requirements • Redesign courses • Extend practicum length to three weeks, and have it run Monday to Friday • Manage student workload (limit assignments, lengthen key courses, or reduce topics)	December 2019	Department Leader, Faculty	New curriculum approved by Education Council and new programs scheduled to begin May 2020
2	Create marketing plan for new programs	December 2019	Department Leader, Marketing, Dean	Marketing Plan to be executed January to April 2020
3	Pursue/continue efforts to obtain capital funds for room renovations, upgrades to furniture and a simulated office space	January 2020	Department Leader, Facilities, Dean	Capital request (including costing) submitted to VP Academic
4	Revise and/or create classroom materials	April 2020	Faculty	Revised or new classroom materials
5	Investigate typing software options	November 2019	Department Leader, Faculty, Finance, Assessment Centre, Dean, Pharmacy Technology department	One typing software application chosen for new programs

PROGRAM RENEWAL

Summary Report

Baking and Pastry Arts Certificate

Submitted to

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Elle Ting, Chair, Education Council
Todd Rowlatt, Chair, Program Review and Renewal Committee

Vancouver Community College
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On August 13, 2019

By

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1. Executive Summary

The Steering Committee for this program renewal was struck in June 2018 by the VP of Academic, Students, and Research to conduct a review of two foundational Baking and Pastry Arts programs: Artisan Baking Certificate and Pastry Certificate as per Policy C.3.2 Program Review and Renewal

The renewal process and work of the Steering Committee focused on the key strengths, challenges and opportunities for improvement related to the following six (6) key performance indicators:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment

The steering committee collected and analyzed data from a variety of sources from 2013- 2017 related to these key performance indicators, including enrollment and graduation trends, student outcomes, graduate, student and faculty surveys, curriculum materials, and industry feedback. As well, a self-study and external review report were developed and reviewed as part of the renewal process. Summaries of these reports are presented below. Informed by the recommendations in these reports, the Steering Committee's final recommendations are presented at the end of this report.

Background

The Artisan Baking and Pastry Certificate are level 1 foundation programs that provide students with opportunities to develop the theoretical knowledge and technical skills required in year one of the provincial baking apprenticeship as outlined by the Industry Training Authority (ITA) Baker Apprenticeship Program Outline. Students who successfully complete either program and pass the ITA's level one exam receive the Certificate of Completion from the ITA and are eligible to begin their Baking apprenticeship level 2 with an employer/sponsor.

The programs follow an educational model that is traditional European in its content and constructivist in its instructional design. They have both theoretical and practical components, the latter comprising the majority of the educational experience. Each program has intake options with built-in language support courses for those with lower-level English language proficiencies. Students who complete one certificate can complete the speciality courses of the other program to earn an additional certificate.

Key Findings

Overall, the Steering Committee found the Baking programs are administered and delivered by highly competent, supportive, and enthusiastic faculty and staff. As a result, students are very satisfied with the overall quality of the programs and instruction. The programs are also highly recognized by industry stakeholders and others for producing work-ready graduates who have the necessary technical skills and knowledge to be successful apprentices in the industry. The programs' curricula are fully aligned with the ITA's learning objectives and goals, as well as the employability skills and essential skills profile endorsed by the Conference Board of Canada and the Canadian Government respectively.

One of the key findings from this renewal is that the structure and design of the programs raise some pedagogical concerns, as both programs share identical program learning outcomes, yet include different specialty courses. During the first six months, students in both programs take identical courses (with the exception of EAL courses). Following this, students then complete the final four months of the program taking specialized courses in either Artisan Baking or Pastry. The programs' outcomes do not reflect the difference between these specializations.

It was also found that students who earn one program credential (e.g. Artisan Baking) are able to earn another program credential (Pastry) by taking the other set of specialized courses in that program. This practice does not comply with policy C.1.3 Granting of Credentials, as students are not completing at least 50% new course work to earn the second credential. It was also found that some courses in the programs do not comply with policy C.1.4 Assignment of Credits to Courses.

Another key finding from this renewal is that domestic enrollment in the Artisan Baking Certificate has experienced weak enrollment over the period 2013-2017, while there has been strong enrolment in the Pastry Certificate over the same period. This has created an imbalance in student enrollment and has raised questions about the relevancy of the Artisan Baking program. The department has been moving forward with the concept of creating a Baking Diploma program with a certificate exit to address this imbalance. Enrollment in Artisan Baking Certificate (ESL) saw a steady increase in enrollment since 2014/15, from 36 to 66 enrollments in 2017/18 (+83%). Pastry Certificate (ESL) domestic enrollment was steady over the period 2013-2015, with an average of 25 student enrollments per year; however, enrolment has decreased 51% since then. Over this period, international enrollment in this program increased 104%.

A common theme heard by the external review team was that at times students felt the production needs of the bakeshop were a higher priority than their leaning, feeling like "workers" rather than "students". While the production and retail-work students engage in over the duration of the programs provide them with authentic work-place experiences and skills, the challenge is to explore ways to balance student learning needs with the production needs of the retail bakeshop. There appears to be a need to better link the knowledge, skills, and attitudes students gain from these experiences to the intended learning outcomes of the programs.

The growth and currency of the program will also be challenged by the current facilities and infrastructure in the program. There is a need to begin the process of re-designing and re-

purposing classroom and lab spaces, as well as providing faculty and staff with more work space and resources to effectively administer and deliver the programs. To support the ongoing success of the program and its students, the department will also need to review the current number of faculty and staff needed to support program growth and sustainability.

Overall, to enhance the quality and growth of the program, the Steering Committee recognizes the need for the department to engage in a curriculum development process to ensure the currency and relevancy of the program, while exploring the viability of redesigning the certificate programs into a two-year diploma with a certificate exit. This idea is supported by the various stakeholders in the program, including PAC members, external reviewers, and faculty and staff.

2. Self-Study Report Summary

Overview

This section presents a summary of the self-study report presented to the Steering Committee in January 2019. The self-study team examined key data sources, identified significant findings, and made recommendations related to the six (6) key performance indicators.

Program Strengths

- The application of theory to hands-on practice
- The time and facilities that enable students to develop a strong foundation of knowledge and skills for work in industry
- The integration of employability skills into teaching, learning, and assessment
- The three-week capstone practicum
- Instruction that focuses on conceptual learning through experimentation and inquiry
- Instructors' commitment to student success
- The industry-specific English language support for students who do not meet the regular program entry requirements
- Strong and enduring industry partnerships and support for our students
- Breadth of skills and products taught in the programs
- High level of student and satisfaction
- Curriculum that is aligned with reflect the Conference Board of Canada's eleven Employability Skills and the nine essential skills listed in the Government of Canada National Occupational Classification 6223 Baker Essential Skills Profile.
- Knowledgeable, supportive, flexible an attentive faculty and staff
- Learning activities that are designed to promote the development of intercultural competencies

Curriculum and Instruction

Key Findings

- Curriculum does not comply with Policy C.1.3 Granting of Credentials and C.1.4 Assignment of Credits to Courses.
    - Program Learning Outcomes are identical for both the programs. This raises issues from a pedagogical and governance perspective. There is a need to differentiate the Programs by having common but specific PLOS that reflect the core courses and the unique courses of each of the two concentrations.
    - Policy C.1.3 Granting of Credentials - According to Policy C.1.3, "Credits earned for one credential may be used to meet some of the requirements of a second credential of the same type (e.g., two certificates), provided students complete 50% new course work." Based on the governance-approved curriculum documents, each certificate provides less than 50% new course work, which is not enough to legitimize students receiving a second certificate. Moreover, if the first certificate is the Pastry Certificate with ESL Support, the percentage of new course work in the second certificate diminishes further. There are 24 common credits in the first six months of each certificate and eight common credits in the final two months for a total of 32 credits of identical course work in the two 44-credit certificates. It should be noted that between the two certificates, there are differences in the *actual* educational experience (i.e., "lived curriculum") in those final two months.
    - A recommendation regarding the above two issues should focus on clearly differentiating specific concentrations whether that be through a revision of the current learning outcomes to highlight the differences between the two certificates, or a consolidation of the two certificates and a complete curriculum redesign.
    - Policy C.1.4 Assignment of Credits to Courses – Both BAKG 1141 English Applied Baking and BAKG 1142 English Advanced Baking are 100 hours at four credits each. Based on the class-hours-to-credit ratios as stated in policy C.1.4, both courses should be six credits.
- It was found that the Capstone course learning outcomes do not align with the PLOs. Students commented the Capstone course did not fit in with the goals of the program and was not of much value.
- Overall, the PLOs remain current and relevant to the general requirements of industry. PLOs are aligned with ITA's Level 1 topics and learning objectives. Stakeholders' comments identified the need to update and revise course recipes, products, technical skills, and integrate the use of media and educational technology into the delivery of the curriculum.
- Graduate and industry survey respondents expressed their appreciation of instructors' support, flexibility, encouragement, and attentiveness.
- Stakeholders overwhelmingly spoke to the value of the practicum experience and many expressed a desire for additional time (e.g., four weeks). All respondents to the Industry Survey who supervised students in a practicum, reported the experience as good or excellent.

Student Outcomes

Key Findings

Overall, enrollment data from 2013-2017 indicate weak domestic enrolment in the Artisan Baking Certificate, in contrast to strong enrolment in the Pastry Certificate. There was a decrease in domestic enrollments in the Pastry Arts program over this period, but this was offset by an increase in international enrollments in the program. The Pastry Arts program averaged 75 enrollments per year. While domestic enrollment in the Artisan Baking program remained stable, it experienced low enrollment with an average of 18 students per year.

Enrollment in Artisan Baking Certificate (ESL) was weak from 2013-2015, with an average of 26 student enrollments per year. However, there has been a steady increase in enrollment since 2014/15, from 36 to 66 enrollments in 2017/18 (+83%). Pastry Certificate (ESL) domestic enrollment was steady over the period 2013-2015, with an average of 25 student enrollments per year. However, enrolment has steadily declined from 27 to 13 enrolments per year, a decrease of 51%. Over this period, international enrollment in this program increased from 22% of total enrollment to almost 40%, going from 25 to 51 enrolments; an increase of 104%.

Completion rates for both certificate program, including domestic and ESL cohorts, have remained consistently high since 2013.

As indicated in the results of the DACSO report (2017) and student and graduate surveys, students expressed a high level of satisfaction with the overall quality of the program and the skills developed while in the program. Respondents to the industry survey were also very satisfied with the quality of the program and the practicum students they have worked with.

Program Planning and Administration

Key Findings

The Artisan Baking Certificate and Pastry Certificate both align with VCC's Integrated College Plan (ICP), specifically with Key Success Driver #1, Educational Quality. The Baking and Pastry Arts Annual Program Review action plans from 2015 to 2018 highlight directions for advancing the educational scope and quality of the programs.

- Develop a Baking & Pastry Diploma and revising/redesigning the Artisan Baking curriculum;
- Assess the need for an "Advanced Pathways to Baking" program based on indigenous educational perspectives;
- Explore options to deliver baking apprenticeship classes; and
- Develop a concept paper for the construction of a new bakery café to occupy the space currently used by the campus bookstore
- Work with the Culinary Department and Facilities Department to access baking lab 213 for full-time baking and pastry arts programming and create the opportunity to expand enrollments;
- Reach out to English as an Additional Language (EAL) students in VCC's EAL programs to recruit prospective students;

- Continue to offer tours and information sessions to clients of immigrant offices such as S.U.C.C.E.S.S., a Lower Mainland social services organization and the *Multi-lingual Orientation Service Association for Immigrant Communities* (MOSAIC);

These actions items have been addressed to varying degrees.

The program continues to maintain affiliations and partnerships with other educational institutions, community organizations, industry, and suppliers which support student and faulty learning/work opportunities.

The PAC normally meets once a year at the downtown campus; however, the absence of minutes from the past five years indicates inconsistencies in meeting occurrence and attendance. The department identified the need to renew PAC membership to address these issues and align with Policy C.3.1 Program Advisory Committees.

On September 17, 2018, the PAC met to provide feedback for this program renewal. Attendees included four industry members, including the PAC Chair, the Program Renewal Chair, the Dean, and the Acting Department Head. According to our industry partners, the programs are highly regarded in industry, and those who supervised student practicums reported they were very satisfied with the experience. Suggestions made by industry partners for improving the program included updating products/recipes, consolidating delivery from five to four days per week, extending the practicum or incorporating additional time for work experience. Programming that reflects industry trends and provides students time to work in industry was noted as having great marketing value.

Faculty and Staff

Key Findings

The department currently has 12.9 faculty FTE and 3 instructional assistants to delivery and administer the programs. All members of the department are passionate about their craft and dedicated to student success as evidenced in the stakeholder feedback from students, graduates, industry, faculty, and staff.

Area Hiring Criteria were last revised in 2011. As such, they are will need to be reviewed to ensure they are current and relevant to the program in accordance to [Policy C.3.11](). Current faculty hiring criteria include, grade 12 education, Red Seal certification, and six years' work experience in baking and pastry arts, with three years in a supervisory role. The current hiring criteria and faculty scheduling practices raise significant challenges for the department that are reflected in student feedback related to multiple instructor changes and the "content expertise" of faculty. The key challenges related to this include:

1. Formal education in baking and pastry is not ensured by applicants having Red Seal certification because certification is not dependent on attending a baking training program.

2. Faculty who meet the area hiring qualifications are deemed qualified to teach the entire curriculum of both programs. However, instructors' previous industry experiences

typically fall into one of two areas of expertise: general baking/ bread craft or pastry work, including cakes, pastries, chocolate and confectionery.

3. Instructor scheduling is determined by seniority, and this can result in instructors teaching a content area in which they are less experienced and confident.

Feedback from surveyed faculty, staff, and graduates highlights the inherent challenges of delivering multiple, discrete courses and the negative effect this has on both instructor and instructional assistant workloads. While instructors commented on the intense administrative demands of having to teach multiple back-to-back courses, instructional assistants commented on the difficulty of managing equipment needs and lab inventories. Students acknowledged the value instructors' support, flexibility, and encouragement; however, they also commented that they had too many instructors (one student mentioned having seven instructors in six months) and at times instructors did not appear to fully understand the curriculum.

Program and Student Support Services

Key Findings

Feedback generally indicates strong numbers of requests for support from both faculty and students and suggests reliable ways of both strengthening relationships and communication between individual service areas and the department to improve faculty and student awareness of and access to available services.

Learning Environment

Key Findings

Stakeholder feedback identifies several issues with the program facilities that impact the learning environment and student success. These issues can be grouped into the following areas: equipment shortages, insufficient infrastructure, spatial needs, pest control, and lack of alignment between production and retail operations. Some comments about the limitations of classroom environments, lab equipment, and instructional technology have already been recorded in section 5.1.7 Curriculum Delivery. However, recommendations for improving the learning environment also reflect those comments.

Feedback from faculty, instructional assistants, and graduates suggests that equipment shortages in the baking labs are related to both class size and specialized courses in which all students require the same or similar equipment to produce the same narrow range of products. In the first case, classes are intentionally overfilled with 18 students as a way of mitigating attrition and achieving the optimal number of 16 students. Yet, attrition does not always occur, and when it does, it does not necessarily occur in a predictable way. In the case of specialized courses, it was found that instructional assistants spend an inordinate amount of time gathering and transporting specific equipment between classrooms. Additional comments from faculty and staff highlighted challenges related to the lack of an effective inventory control system in the storeroom to manage the use of the baking equipment.

Graduate and student feedback also highlighted issues with the arrangement of classrooms arranged in circular seating. Students reported they are not able to comfortably view the instructor or other presenters when seating is arranged in circular pods. Other feedback related to the general physical space of most classrooms where projection screens conceal white boards, limiting the use of available instructional media, and where the types of tables and chairs limit configuration options. Feedback relating to the baking labs is generally favourable although a few comments from students and graduates point to the apparent obsolescence of some equipment, the lack of sufficient numbers of certain pieces of equipment (e.g., mixers), and a general desire to have fewer students in the lab. Additionally, each of the four baking labs has a large digital monitor to facilitate the instruction of both theory and practice; however, there are ongoing challenges relating to the ability of departmental technology (Windows laptops and tablets) to interface with the monitors, which have Apple software.

Recommendations

Key Performance Indicator	Recommendations
Curriculum and Instruction	1. Research existing applied programs at VCC and other post-secondary institutions to explore specific features of successful curriculum models, including diploma programs 2. Pursue curriculum development to improve and update curricular and instructional elements in response to stakeholder feedback 3. Explore innovative and learner-centered instructional design models, including Team Based Learning, Peer Instruction, Cooperative Learning, Flipped Classroom, Case Based Learning, and Design Thinking 4. Explore opportunities to integrate indigenous educational principles and approaches in order to align the curriculum with the Indigenous Education Protocol for Colleges and institutes 5. Ensure curricular alignment with the Institutional Learning Outcomes, the Integrated Plan, and Intercultural Competencies 6. Review the online learning environment (Moodle shells) and explore options for enhancing the use of media and technology to encourage student engagement and support student success
Student Outcomes	7. Redesign curriculum to create one diploma program with certificate exit 8. Redesign curriculum (review course sequence and align student assessments with course learning outcomes)

	9. Advocate for higher wages for Baking apprentices
	10. Explore transfer agreements with post-secondary institutions
	11. Explore options for Prior Learning Assessment Recognition
Faculty and Staff	12. Review area hiring criteria for faculty and staff;
	13. Explore ways to better align instructor scheduling with student need for continuity;
	14. Develop communication strategies between faculty and support staff to support the operational demands of the department and to ensure the smooth delivery of the programs;
	15. Consider options for reducing the workload resulting from the delivery of multiple back-to-back courses.
	16. Identify professional development opportunities (individual and group) to optimize the educational affordances of Moodle;
	17. Explore strategies for recruiting auxiliary instructors
Student Support Services	18. Invite support service representatives to department meetings to introduce them to faculty and for them to share information about services that are available to faculty and students and how to access those services;
	19. Invite support service representatives to classes to introduce students to each representative and provide students with information about available services and how to access those services;
	20. Incorporate information about available services and how to access them into the House Guidelines (i.e., student handbook);
	21. Create a departmental handbook for faculty and staff and include information about available services and established processes for accessing them;
	22. Create a standardized process (e.g., orientation) that ensures students are introduced to relevant support service representatives
	23. Research the practice of post-enrolment English language assessment for EAL students
Program Planning Administration	24. Work with the Marketing Department to create a recruitment strategy to attract new immigrants and graduating secondary students (Dual credit program)

	25. Review and renew PAC membership
	26. Develop a systematic approach to recording and storing PAC minutes
	27. Conduct needs assessment for the Pathways to Baking program
	28. Explore options to deliver baking apprenticeship classes
	29. Develop a departmental succession plan
	30. Assess the curriculum against the "people skills" identified in the Labour Market Outlook report (2018), the National Conference Board's Employability Skills, and the National Occupational essential skill profile for "Baker."
Learning Environment	31. Explore additional space in the college for faculty, staff, and equipment storage;
	32. Develop a capital request plan to address facilities and infrastructure needs;
	33. Identify the infrastructure needs of the programs and integrate them into VCC's Master Plan;
	34. Purchase ten additional computers to support instructional activity;
	35. Continue lobbying for baking lab 213;
	36. Close access between rooms 215 and 216 to improve utilization of available space;
	37. Work with VCC Facilities to ensure classrooms are equipped to facilitate multiple configurations of tables and chairs and instructional media.
	38. Explore options for (re)designing and integrating educational technology (Moodle) into the programs to enhance student learning.

3. External Review Report Summary

The external review team conducted a site-visit at VCC on February 19, 2019 to review the Baking and Pastry Arts programs and meet with various stakeholders, including, the VP Academic, Students, and Research, members of the Steering Committee, program faculty and staff, and current students. The information gathered by the external review team is reflected in its findings and recommendations as contained in the external review report.

The external review panel visited VCC was comprised of:

1. Aron Weber, Baking & Pastry Arts Instructor, SAIT Polytechnic
2. Eric Ho, owner/operator, Little Fox Bakehouse
3. Jeffry Kahle, Executive Pastry Chef, Fairmont Pacific Rim
4. **Ysabel Sukic**, Assistant Department Head, VCC

In general, the external review team supports all the recommendations in the self-study report based on the information gathered during the site visit and review of the self-study report.

During the site-visit, the external review team heard that students appreciated the organization of the program and how theoretical instruction was well connected to practical application. It is also clear from industry feedback that the program prepares the students for a successful career in the industry. We can also observe that the facilities and equipment provided to the students are excellent in quality and quantity. For the students, it seems the two biggest areas of concern are related to the lack of consistency in grading and their perception of the program placing more importance on production over learning. The external panel was concerned that students felt more like "workers" than "students" and that their learning was being sacrificed for producing goods for the bakeshop.

These two areas should be given priority for evaluation and improvement.

Recommendations

Key Performance Indicator	Recommendations
Curriculum and Instruction	1. Revise and update curriculum to make it more relevant and current to industry standards. 2. Streamline the number of recipes used in the curriculum 3. Look for ways to some blend course content into other course (e.g. Professionalism) 4. Explore how Moodle, media, and educational technology can be integrated to better support student learning and success 5. Schedule courses related to retail and customer service later in the program

	6. Examine ways to make the Capstone course more relevant to retail operations 7. Reduce the number of required textbooks. Using three textbooks in the program was seen as excessive. The panel members recommended using only one textbook (e.g. Gisslin) 8. Communicate to students how producing for the bakeshop is an integral part of their learning.
Student Outcomes	9. Supports the development of a Diploma program as current certificate programs do not provide clear pathways for students to continue on or for students to return to complete the program. 10. Instructor feedback and grading is inconsistent from class to class and instructor to instructor. Rubrics need to be reviewed and used in consistent manner. 11. Standardize the use of practical tests in the curriculum. Feedback from students indicate they are appreciated and valued. 12. Explore further English and math proficiency testing to better determine the eligibility of students entering the program.
Faculty and Staff	13. Students indicated that they were taught by too many instructors over the 11-month program, resulting in choppy instruction and the difficulty of adjusting to each instructor's style and evaluation method. 14. We observe that the number of classroom assistants has not grown proportionally with the program over the years. More staffing in this area should be reviewed. 15. Review job description and roles of Instructional Assistants 16. Create an instructor handbook to alleviate discrepancies between teaching and kitchen standards, and it could help all instructors to be more familiar with the enforcement of student guidelines (e.g. nail polish, general uniform, jewellery). 17. The Department Head role needs to be full-time and should be supported administratively by a program assistant.
Student Support Services	18. Invite support service representatives to department meetings to introduce them to faculty and for them to share information about services that are available to faculty and students and how to access those services; 19. Invite support service representatives to classes to introduce students to each representative and provide students with information about available services and how to access those services; 20. Incorporate information about available services and how to access them into the House Guidelines (i.e., student handbook); 21. Create a departmental handbook for faculty and staff and include information about available services and established processes for accessing them;

	22. Create a standardized process (e.g., orientation) that ensures students are introduced to relevant support service representatives 23. Research the practice of post-enrolment English language assessment for EAL students
Program Planning Administration	24. Currently due to ITA funding for the domestic programs, some doors seem to be closed for students to complete program pathways (e.g. ACE IT program finishers looking to continue on to complete the certificate). Suggest some flexibility can be explored to put students first. 25. The consensus of the external review committee is that it is extremely beneficial to have a program schedule of 4 days per week, with each day running longer. 26. Revitalize or relocate the retail baking space to make it more contemporary and better showcase the program and students.
Learning Environment	27. There is ample equipment provided to students and is of good quality, but students commented they had to limited access to mixers 28. There seems to be a need for better strategic planning for equipment procurement in the form of a committee or a chairperson to better oversee the planning and process. 29. Repurposing classrooms (room 213), adding additional labs space, and reassessing storage space are essential for the future growth of the program

4. Self-Study Team Response to External Review Report

Feedback from the members in the Baking & Pastry Arts Department were satisfied that their ongoing concerns had been accurately captured and validated through the Report and would be addressed.

Responses to External Report

(Department, Dean and/or VP Academic)

Response from Dennis Innes, Dean

The department head conducted a very thorough review in completing the self-study report. I believe the department head's recent experience as a Dean at VCC, an IA in the Center for Teaching, Learning and Research and academic studies at SFU gave her an invaluable perspective on the department. I was very impressed with the professionalism and recommendations of the external committee. The composition of this committee contributed to the depth and validity of their report.

The key areas from my perspective are:
- Relaxing the pressure of having product in Seifferts
- Moving to a two-year diploma with updated instructional strategies, curriculum and recipes
- Updating the Area Hiring Criteria in order to move into Research
- Redesigning the retail outcomes portion i.e. pizza in Seifferts
- Creating a more student directed capstone
- Adding courses in entrepreneurship, finance/accounting, marketing, social media

5. Final Comments and Recommendations

The final recommendations made in this report reflect those contained in the self-study and external review reports, representing what the Steering Committee views as important to improve the overall quality of the program, enhance student learning and success, and promote growth in the program.

Key Performance Indicator	Summary Report Recommendations (adapted from self-study and external Report)
Curriculum and Instruction	1. Research existing applied programs at VCC and other post-secondary institutions to explore specific features of successful curriculum models, including diploma programs; 2. Redesign curriculum to create one diploma program with a certificate exit. Consider the comments of the External Review Report in this process; 3. Redesign curriculum to comply with Policies C.1.3 Granting of Credentials and C.1.4 Assignment of Credits to Courses 4. Pursue curriculum development to improve, modernize, align and streamline curricular and instructional elements; 5. Ensure curriculum development is informed by VCC's strategic directions/plans; 6. Explore innovative and learner-centered instructional design models, including Team Based Learning, Peer Instruction, Cooperative Learning, Flipped Classroom, Case Based Learning, and Design Thinking; 7. Explore opportunities to integrate indigenous educational principles and approaches in order to align the curriculum with the Indigenous Education Protocol for Colleges and institutes; 8. Review the online learning environment (Moodle shells) and explore options for enhancing the use of media and technology to encourage student engagement and support student success, in accordance with VCC's online learning strategy; 9. Assess the curriculum against the "people skills" identified in the Labour Market Outlook report (2018), the National Conference Board's Employability Skills, and the National Occupational essential skill profile for "Baker".

Student Outcomes	10. Explore options for Prior Learning Assessment Recognition;
	11. Explore options and strategies for students to re-insert into the program to address issues of retention and progression ;
	12. Review program admission requirements, including EAL requirements
	13. Identify and assess options for supporting EAL learners;
	14. (Re)-design curriculum to better balance production needs vs. learner needs.
Faculty and Staff	15. Review area hiring criteria for faculty and staff;
	16. Assess the need for more IAs as a result of program re-design
	17. Explore ways to better align instructor scheduling with student need for continuity;
	18. Develop communication processes between faculty and support staff to support the operational demands of the department and to ensure the smooth delivery of the programs;
	19. Consider options for reducing the workload resulting from the delivery of multiple back-to-back courses. (remove or revise language to better capture idea)
	20. Identify professional development opportunities (individual and group) to optimize the educational affordances of Moodle;
	21. Explore strategies for recruiting and orienting auxiliary/term instructors.
Student Support Services	22. Invite support service representatives to department meetings to introduce them to faculty and for them to share information about services that are available to faculty and students and how to access those services;
	23. Invite support service representatives to classes to provide students with information about available services and how to access those services;
	24. Incorporate information about available support services and how to access them into the House Guidelines (i.e., student handbook);

	25. Create a departmental handbook for faculty and staff which includes information about available services and established processes for accessing them;
	26. Create a standardized process (e.g., orientation) that ensures students are introduced to relevant support service areas;
	27. Research the practice of post-enrolment English language assessment for EAL students.
Program Planning and Administration	28. Work with the Marketing Department to create a recruitment strategy to attract new immigrants and graduating secondary students (Dual credit program);
	29. Review and renew PAC membership;
	30. Develop a systematic approach to recording and storing PAC minutes;
	31. Explore options to deliver baking apprenticeship classes;
	32. Develop a departmental succession plan;
	33. Explore transfer agreements with post-secondary institutions.
Learning Environment	34. Explore additional space in the college for faculty, staff, and equipment storage;
	35. Identify the infrastructure needs of the programs and integrate them into VCC's Campus Master Plan;
	36. Develop a capital request plan to address facilities and infrastructure needs;
	37. Purchase ten (10) additional computers to support instructional activity;
	38. Work with VCC Facilities to ensure classrooms are equipped to facilitate multiple configurations of tables and chairs and instructional media.
	39. Explore options for integrating educational technology and online learning (Moodle) into the program to enhance student learning, in accordance with VCC's online learning strategy.

Program Renewal: Baking and Pastry Arts
Education Council Action Plan Report

Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Research existing applied programs at VCC and other post-secondary institutions to explore specific features of successful curriculum models.	Mid-September 2019	Susie Findlay, IR	-Verbal report
2	Redesign curriculum to create one diploma program with a certificate exit. Consider recommendations #3 - #14, and #17 from final recommendations of the summary report.	Jan 2020	-Instructional Associate, -external SME, -Instructor (2 months of release time), -$30,000 approved CD funding	-Completed PCG -Completed course outline -Completed course blueprints
3	Review area hiring criteria to align with curricular changes. Consider need for additional faculty and staff.	Mar 2020	Dean, Dept Leader, VCCFA, CUPE	Completed on schedule
4	Identify instructional development needs and plan as required by curriculum changes.	Jan 2020	CTLR, Dept Leader, Faculty,	Gap analysis
5	Work with eLearning Support to develop Online Learning Strategy for department.	Mar 2020	Department, eL Support, Instructional Associate	Completed on schedule
6	Develop plan for succession, recruitment, and new faculty orientation.	Mar 2020	Dean, Department, HR	Completed on schedule

Program Renewal: Baking and Pastry Arts
Education Council Action Plan Report

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
7	Create a standardized processes and documentation to ensure that students, faculty, and staff are aware of available support services.	Jan 2020	Department (Program Assistant) Jane Shin / Tanny Marks / Dave Stevenson Student Support Services	-Communications process -Revised "house guidelines" for students -Possible Dept Moodle page
8	Review and renew PAC membership.	First renewed PAC meeting to be held in Oct 2019	Dean, Dean's Assistant, Dept Leader	New PAC membership and meeting
9	Develop a capital and replacement plan and process based on the new curriculum.	Mar 2020	Dean to manage possible special capital funding	Capital plan submitted
10	Purchase ten (10) additional computers to support instructional activity.	Request has been submitted; pending	Dean to follow-up with IT	Computers in place
11	Create a plan with VCC Facilities to ensure classrooms are equipped to facilitate multiple configurations of tables, chairs, and instructional media.	Ongoing; ready for next capital request cycle, Jan 2020	Annual capital process	Facilities plan completed
12	Apply for new Curriculum Development funds, if required.	Mar 2020		

PROGRAM RENEWAL

Final Report

Health Unit Coordinator Certificate

Submitted to

Jo-Ellen Zakoor, Dean, School of Health Sciences
Kathryn McNaughton, Vice President Academic, Students & Research
Todd Rowlatt, Chair, Program Review & Renewal Committee
Elle Ting, Chair, Education Council

On June, 24 2019

Submitted by:

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Suzanne Touahria, BScN Dept. Head
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Pervin Fahim; Operations Manager, School of Health Sciences
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Executive Summary

This summary report and its final recommendations are the result of a formal program renewal that included a self-study and an external review of the Health Unit Coordinator Certificate program at Vancouver Community College (VCC). This is the second renewal for this program, the first taking place in 2012.

This program is comprised of a total of 32 credits, 11 theory courses, and 2 practicums. The program is full time, in four consecutive terms over a 32-week period.   Since the program launch in 1979, the HUC program has consistently been filled, and graduates have been sought out for employment opportunities by the health authorities.

Between September 2018 and April 2019, the Program Renewal Committee conducted a formal renewal of the HUC Program, as per C.3.2 Program Review and Renewal Policy and Procedures and with consideration of VCC's Integrated College Plan and other college initiatives.   While no Curriculum Development (CD) funds were provided for this self-study, $17,000 of funding has been designated for curriculum development as a result of result this renewal.

This HUC Program Renewal process was evidence-informed, and addressed a wide range of criteria and all aspects of the learning environment. The activities undertaken for the renewal were reasonable in scope given the small size of the HUC department and the resources/supports available to undertake this process. The focus for this renewal was relevant and meaningful for this program, and allowed flexibility to accommodate the particular circumstances of the program. The program renewal process included the collection and analysis of data relating to six key performance indicators (KPI's) of the program: Curriculum and Instruction, Student Outcomes, Program Planning and Administration, Faculty and Staff, Student Support Services, and Physical Environment.

The assessment of the HUC program quality has been based on applicable provincial workplace standards and the quality assurance requirements as established by the provincial government. This Program Renewal process was comprehensive, forward-looking, and formative, building from the findings and departmental action plans developed during the annual Program Reviews. Collaborative, inclusive, and transparent processes were used to complete the renewal. Consultations were carried out with stakeholders including faculty, staff, administrators, current students, graduates, industry representatives, community spokespersons and employers.

The HUC Program Renewal committee discussed and analysed the data. Program strengths, challenges and opportunities (Key Findings), were discussed for each of the five Key Performance Indicators (Sections 5 – 10). Recommendations were then compiled from the deliberations at the renewal meetings. The findings of this Program Renewal are in support of updating/revising the HUC curriculum to reflect the changes in health care settings, and the changes to the role of the HUC. With revisions, the HUC curriculum will provide students many more opportunities for experiential

learning, interprofessional education activities, and innovation. A scan of the job market in BC indicates many opportunities for graduates of this program. Transitioning the program to a blended delivery will provide students with a more authentic educational experience that aligns with the changes to the HUC role in practice. These program changes would align the program with VCC's online initiative.

This summary report includes an overview of the self study and its recommendations, a summary of the external review and its recommendations, and the final comments and recommendations of the HUC Program Renewal Steering Committee.

Self-Study Report Summary

The HUC Program Renewal Committee has made the following conclusions:

Based on the data reviewed for this renewal, the HUC program is very relevant to today's job market and a wide variety of job opportunities are available for graduates of the HUC program. UFV and Kwantlen are the only other public post-secondary educational institutions that offer HUC education in the Lower Mainland. Kwantlen has just recently suspended their HUC Programs. Neither of these programs are base funded.

The committee feels that there is a viable place in the market for VCC's HUC program. The curricula does require updating to reflect current institutional, educational and industry standards/practices and expectations in order to provide optimal career opportunities for graduates.

Faculty assigned to teach in this program will need to have current HUC practices, and teaching and learning practices, in order to meet the demands of a revised curriculum.

External Review Report Summary

The External Review Teams consisting of Radhika Kumar, NUC, PID, MA, Chair & Faculty, Health Unit Coordinator Program, Kwantlen Polytechnic University; Deb Shaw, UC Education Coordinator, Providence Health Care; and Sharon Rai, Clerical Supervisor Radiation Therapy and Surgical Oncology Programs, BC Cancer Agency, Vancouver Centre, convened on May 13, 2019 to review the HUC Program Self-Study report and conduct a site visit to meet with various stakeholders, and to provide an oral summation of findings, recommendations and suggestions. An External Review Report was submitted on June 5, 2019.

There were many positive findings the External Review Team noted which in summary, validates the recommendations in the self-study. The External Review included some additional recommendations that have been included in the table below.

The external review team thoroughly enjoyed the site visit, and the opportunity to learn more about the HUC program at VCC. They would like to extend a sincere thank you to everyone, including the students and graduates for their invaluable feedback and warm welcome which made their report possible and allowed the review team to evaluate the six key performance indicators. They have new insights into the future of the Unit Coordinator graduate and hope their report furthers VCC's HUC program to prepare graduates for the future Unit Coordinator role.

Summary Table of Self Study and External Review Recommendations

The table below contains recommendations resulting from the HUC Program Renewal Self-Study and the External Review.

KPI's	Recommendations
Curriculum and Instruction	1. Changes to admission requirements to include increasing typing requirement to 45 wpm; basic computer literacy assessment, English Proficiency assessment for all applicants. 2. Revise curriculum to reflect current and future HUC practice as well as VCC's ICP and other college initiatives i.e. decrease emphasis on processing physician's orders, add additional IPE activities, increase emphasis on communication skills (verbal, written, electronic), consider Indigenous Education protocol when making curriculum revisions, include more activities to enhance problem solving skills; develop departmental online initiative. 3. Ensure curriculum alignment. 4. Ensure program aligns with college policies i.e. assignment of credits to courses 5. Develop online strategy for department. 6. Arrange group professional development sessions for faculty in preparation of curriculum development and implementation. 7. Consult with National Association of Health Unit Coordinators regarding changing role of HUC's and any resulting amendments to their certification exams. 8. Ensure subject matter experts from the Health Authorities (Vancouver Coastal Health, Fraser Health, Providence Health, and Provincial Health), advise on curriculum revisions. 9. Continue to offer program while revising the curriculum. **External Review Comments and Additional Recommendations:** • External Review supports the recommendations above with exception to #7, to align the curriculum with the certification exam provided by the National Association of Health Unit Coordinators as it is based in United States of America and may not comply with all of the provincial and Canadian standards. • incorporate more practical experiences to help understand real life contexts in the hospital setting • use technology throughout the program

KPI's	Recommendations
Student Outcomes	10. Liaise with Registrar's Office to have a cut off date for registration to ensure ample time for applicants to prepare for role of student. 11. Aim to add additional cohort(s) as VCC is now the only Lower Mainland public college offering HUC program. 12. Create answer keys and marking rubrics to ensure consistency in marking. 13. Ensure learning activities are developed in a way that prepares students for success in assessments of their learning i.e. online activities prior to online exam. Provide ample practice prior to exams. 14. Curriculum alignment to provide better flow of content and organization between courses and across program. 15. Establish regular faculty meetings to discuss curriculum and implementation of program, and to work towards greater consistency between faculty. Online platform to be used to review and comment on documents prior to meetings to enhance appreciation of overall curriculum. **External Review Comments and Additional Recommendations:** • External Review supports the recommendations above and note the importance of an electronic medical records (EMR) learning management system for students to gain experience and comfort using in class, prior to Clinical courses. • Rewrite exam policy - should be based on cumulative marks, not on an individual exam mark to encourage less attrition and more success for students writing exams and case studies. • Create a standard protocol to be followed in all processing order courses to reduce variations between instructor preferences on how to process orders. • Review the amount of exams required for each course to ensure students are not experiencing exam overload.
Program Planning and Administration	16. Consider promoting an Articulation Committee for HUC Public Post secondary HUC programs. 17. Recruit a few more HUC PAC members, ensuring inclusion from all health authorities in the Lower Mainland. 18. Develop marketing plan. Revise Info Nights and Program Webpage to reflect changes in role of HUC as well as the robust job market. 19. Review department staff and faculty needs. 20. Review Area Hiring Criteria, job descriptions and workload profile and update to reflect current and future needs. 21. Recruit faculty to replace retirees. 22. Revise Student Handbook and Guidelines to reflect program changes. 23. Develop student recruitment plan in conjunction with Marketing. 24. Create a shared drive and departmental directives for faculty to save and share learning resources, lesson plans, exams etc. **25.** Create health and wellness initiatives for students, faculty and staff. **External Review Comments and Additional Recommendations:** • External Review supports the recommendations above and note applicants will benefit from additional program information on the VCC website & applicants require clear, unified messages in the information session.

KPI's	Recommendations
	• Consider more consistent emphasis on the progression guidelines, program expectations, student expectations, the hidden costs and how to manage work/life balance. • Review the purpose of the entrance exam
Faculty and Staff	26. Update/revise Area Hiring Criteria, job descriptions and workload profile 27. Ensure that there is a core of regularized faculty to support continuity and sustainability of program, and to ensure ongoing skills development and upgrading through professional development 28. Develop and present business case to advocate for increased faulty FTE's to meet the needs of the program 29. Develop and present business case to advocate for Lab Demonstrator 30. Build industry connections by participating in NAHUC – National Association. 31. Support faculty professional development through group PD Fund application and group activities as well as supporting education leaves and encouraging individual PD activities. 32. Provide ongoing Faculty education day(s) to calibrate evaluations and increase consistency for student expectations. Build these days into workload profile. 33. Develop a comprehensive departmental professional development plan to prepare faculty to teach in revised curriculum **External Review Comments and Additional Recommendations:** • External Reviewer supports the recommendations above and note additional time allotment & more support staff hours will assist with the re-development of the HUC program.
Program and Student Support Services	34. Provide library with information re direction of the program and what information and learning resources will be needed to meet the requirements of the revised curriculum. 35. Work with Marketing to gather student stories and photos to assist in marketing program. 36. Ensure a clear departmental plan to introduce and refer students to the various support services at VCC is in place. 37. Liaise with Marketing to update HUC webpage re program information and market program. **38.** Provide Registration Office with schedule in a timely manner to ensure earlier registration/admission dates. **External Review Comments and Additional Recommendations:** • External Review supports the recommendations above and note applicants will benefit from additional program information on the VCC website & applicants require clear, unified messages in the information session.
Learning Environment	39. Integrate more online activities and assessments to simulate authentic work environments by creating a blended classroom. 40. Request more telephones for Nursing Station. 41. Utilize current available technologies in the classroom and nursing lab.

KPI's	Recommendations
	42. Engage the support of the Centre for Teaching, Learning, and Research faculty and staff to support the curriculum revision, development, and implementation process 43. Workshops for faculty to engage with online user systems. 44. Explore open education resources available through BC Campus 45. Investigate when CERNER education materials will be available for students. **External Review Comments and Additional Recommendations:** • External Review supports the recommendations above • Suggest more faculty are required to better support student learning with integrated time to facilitate the development of new simulated learning activities. • Ensure every student has thorough computer training prior to starting their health authority placement

Responses to External Review Report

HUC Program Renewal Steering Committee Response

The HUC Program Renewal Steering Committee appreciates the thoughtfulness, thoroughness, and effort put into the external report. The External Report validates, extends, clarifies, and provides reflection on points in the self-study.

The Steering Committee was very impressed at the depth of the external report. The professionalism and passion of the External Review Team was apparent. The Steering Committee also appreciated that the External Review recognized the need for VCC to maintain and enhance HUC programming.

Jo-Ellen Zakoor, Dean School of Health Sciences Response

The HUC External Review team provided an in-depth and well-received report that validated the HUC Program Renewal Steering Committee's Self Study report. The consistency in the findings indicate that the HUC Program Renewal Steering Committee is on track to address the recommendations needed to ensure the program is revised to prepare graduates for the future Health Unit Coordinator role.

The School of Health recognizes the importance of the increased need of resources by the HUC department and we appreciate the validation of this by the External Review team. The HUC program will be supported in developing strong business cases for more faculty and staff as well as resources for curriculum changes e.g. technology. These resources will be necessary in order to support the current and evolving role of the Health Unit Coordinator.

Kathryn McNaughton, VP Academic, Students and Research Response

It is gratifying to see the depth of knowledge and insight that the External Review team brought to the process. We appreciate the emphasis on the need for a renewed curriculum and concomitant strengthening of the faculty complement to ensure that the HUC program is able to prepare graduates for the increasing number of employment opportunities available.

The College recognizes the need for increased resources for this program, and encourages the department to prepare strong business cases that can ensure informed decisions with respect to resource allocation.

The HUC program has a long history of providing graduates with the skills and knowledge that they require to be contributing professionals in the field. The renewed program will demonstrate the flexibility and dynamism needed to continue to meet the needs of a changing practice context.

Final Comments and Recommendations of the Steering Committee

The HUC Program Renewal Steering Committee has reviewed and considered the External Review Recommendations, as well as the recommendations in the self-study. Following this deliberation, the Steering Committee is making 47 final recommendations. These recommendations can be found in the table below.

The committee would like to extend their appreciation to the faculty, students, graduates, staff, administration and external reviewers for their professionalism, objectivity and support throughout this Program Renewal process.

Final Recommendations as per KPI's

Curriculum and Instruction

1. Changes to admission requirements to include increasing typing requirement to 45 wpm; basic computer literacy assessment, English Proficiency assessment for all applicants.
2. Revise curriculum to reflect current and future HUC practice as well as VCC's strategic initiatives i.e. decrease emphasis on processing physician's orders, add additional IPE activities, increase emphasis on communication skills (verbal, written, electronic), consider Indigenous Education protocol when making curriculum revisions, include more activities to enhance problem solving skills; develop departmental online initiative. Please note: The External Review includes detailed suggestions to consider when revising the curriculum. These suggestions should be considered when during curriculum development.
3. Ensure curriculum alignment.
4. Ensure program aligns with college policies i.e. assignment of credits to courses
5. Develop online strategy for department.
6. Arrange group professional development sessions for faculty in preparation of curriculum development and implementation.
7. Review US National Association of Health Unit Coordinators regarding changing role of HUC as a resource / reference.
8. Ensure subject matter experts from the Health Authorities (Vancouver Coastal Health, Fraser Health, Providence Health, Provincial Health) advise on curriculum revisions.
9. Continue to offer the program while the curriculum is under revision. Recommended changes will be made to current curriculum where possible.
10. Consider incorporating Health Informatics into HUC curriculum.

Student Outcomes

11. Liaise with Registrar's Office to improve the registration process.
12. Consider increasing class size, as permitted by changes in curriculum delivery / instructional methods.
13. Consider adding additional cohort(s) if job market continues to grow.
14. Incorporate college initiatives that aim to enhance the student experience and minimize attrition.
15. Ensure consistency in marking.
16. Ensure learning activities are developed in a way that prepares students for success in assessments of their learning, i.e. online activities prior to online exam. Provide ample practice prior to exams.
17. Curriculum re-alignment to provide better flow of content and organization between courses and across program.

Final Recommendations as per KPI's

Program Planning and Administration

18. Consider promoting an Articulation Committee for British Columbia public post-secondary HUC programs.
19. Consider re-instating a PAC dedicated for HUC, with inclusion from all health authorities in the Lower Mainland.
20. Develop marketing plan and student recruitment plan for current and revised program. This should include the revision of the agenda for program Info Nights, as well as revision of the Program Webpage to reflect changes in role of HUC as well as the robust job market**.**
21. Review department staff and faculty needs.
22. Review Area Hiring Criteria, job descriptions and workload profile and update to reflect current and future needs.
23. Recruit faculty to replace retirees.
24. Revise Student Handbook and Guidelines to reflect program changes.
25. Improve effectiveness of shared departmental drive for faculty to save and share learning resources, lesson plans, exams etc.
26. Promote health and wellness initiatives for students, faculty and staff.

Faculty and Staff

27. Update/revise Area Hiring Criteria, job descriptions and workload profile
28. Ensure that there is a core of regularized faculty to support continuity and sustainability of program, and to ensure ongoing skills development and upgrading through professional development
29. Develop and present business case to advocate for increased faulty FTEs to meet the needs of the program
30. Develop and present business case to advocate for Lab Demonstrator
31. Build industry connections.
32. Support faculty professional development through group PD Fund applications and group activities as well as supporting education leaves and encouraging individual PD activities.
33. Provide ongoing Faculty education day(s) to calibrate evaluations and increase consistency for student expectations. Build these days into workload profile.
34. Develop departmental professional development plan to prepare faculty to teach in revised curriculum such as:
    o Online teaching skills
    o Indigenous Cultural Safety
    o Socio-Cultural Competencies
    o Inter-professional Education
    o Orientation to Clinical Information Systems (CIS), such as Cerner
    o Orientation to the specific role of the HUC related to the CIS
    o Curriculum development skills regarding development of active learning strategies and evaluation of student learning
35. Ensure that the faculty workload profile will permit faculty meetings to discuss curriculum and implementation of program, and to work towards greater consistency among faculty.

Final Recommendations as per KPI's

Program and Student Support Services

36. Provide library with information re direction of the program and what information and learning resources needs there are to meet the needs of the revised curriculum.
37. Work with Marketing to gather student stories and photos to assist in marketing program.
38. Ensure a clear departmental plan to introduce and refer students to the various support services at VCC is in place.
39. Liaise with Marketing to update HUC webpage re program information and market program.
40. Provide Registration Office with schedule in a timely manner to ensure earlier registration/admission dates.

Learning Environment (Physical and Online)

41. Integrate more online activities and assessments to simulate authentic work environments by creating a blended classroom.
42. Request more telephones for Nursing Station.
43. Utilize current available technology in the classroom and nursing lab.
44. Engage the support of the Centre for Teaching, Learning, and Research to support curriculum revision, development, and implementation process.
45. Develop and implement workshops for faculty to engage with online user systems.
46. Explore open education resources available though BCCampus
47. Investigate when CERNER education materials will be available for students.

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Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	SME's/Steering Committee to advise the CD	July 31, 2019	Invites from Jo-Ellen	Committee members identified and confirmed
2	Faculty Release to participate in Program redesign	July 31, 2019	Jo-Ellen to decide	Faculty released
3	Program and Course redesign (structure terms according to Registrar's student experience initiative; consultation with RO, Financial Aid, etc)	September – December 2019	Steering Committee(IA, Faculty, SME's from Health Authorities, Jo-Ellen	Redesign Completed
4	Course Blueprints	November – December 2019	IA and Faculty	Blueprints Completed
5	Review Program Administration/Structure (stay in BScN or move?)	December, 2019	Jo-Ellen	Program Administration decided
6	Revise Area Hiring Criteria (Coordinator/Faculty)	January – June 2020	Jo-Ellen, Department, Faculty Association, Steering Committee	Approved AHC
7	Workload profile revised	January – June 2020	Jo-Ellen, Department, Faculty Association	Approved workload profile
8	Curriculum documentation, consultation, and governance approval	March 2020	Faculty, IA, Jo-Ellen	Approved by EDCO and BOG's by March 2020
9	Ministry approval?	June 2020	Jo-Ellen, Faculty	Ministry approval
10	Plan faculty development to include the following:	July 2019 - ongoing	Faculty, IA	

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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
	o Online teaching skills o Indigenous Cultural Safety o Socio-Cultural Competencies o Inter-professional Education o Orientation to Clinical Information Systems (CIS), such as Cerner o Orientation to the specific role of the HUC related to the CIS o Curriculum development skills regarding development of active learning strategies and evaluation of student learning			
11	Program rollout (marketing; website; registration; etc.)	June 2020	Coordinator, Dean	Completed
12	Hiring faculty and staff	July 2019 – ongoing	Coordinator, Dean	Full compliment of faculty and staff
13	Course development (course manuals, lesson plans, exam development, including online activities)	January 2020 – ongoing	Faculty, IA	Completed
14	Plan Interprofessional Education (IPE) activities for relevant courses (include in blueprints, include in term schedules)	July 2019 - ongoing	Faculty, IA Support	Completed by program start
15	Liaise with Health Authorities re Cerner roll-out (BC Campus modules, and other?)	July 2019 – ongoing	Jo-Ellen, PAC, SMEs	Ongoing
16	Update resources, arrange PD with Library & Learning Centre for faculty learning resources (library, etc.)	January 2020 – ongoing	Ella-Fay, Emily Simpson	Resources updated

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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
17	Program Start Date	September 2020 or January 2021	Jo-Ellen, Coordinator, Finance, Reg Office etc.	Delivered by deadline
18	Apply for Curriculum development funds – online course development/IPE Online course development re CERNER	Feb 2020	Coordinator/Dean	Approved by CD Funds Committee (QAC)

PROGRAM RENEWAL

Summary Report

Jewellery Art and Design Diploma

Submitted to:

David wells, Vice President Academic, Students & Research
Elle Ting, Chair, Education Council
Todd Rowlatt, Chair, Program Review and Renewal Committee

Vancouver Community College
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Submitted by:

Garth Manning, Chair, Renewal Steering Committee

Brett Griffiths, Dean, Trades, Technology and Design

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Janet Harrison, Laboratory Demonstrator

Julie Anctil, Instructor

Patris Aghakian, Institutional Research

August 2019

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1. Executive Summary

The Steering Committee for this program renewal was struck in September 2018 by the VP of Academic, Students, and Research to conduct a review of the Jewellery Arts and Design Diploma (JADE) as per Policy C.3.2 Program Review and Renewal.

The renewal process and work of the Steering Committee focused on the key strengths, challenges, and opportunities for improvement related to the following six (6) key performance indicators:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment

The Steering Committee collected and analyzed data from a variety of sources from 2013-2017 related to these key performance indicators, including enrollment and graduation trends, student outcomes, graduate, student and faculty surveys, curriculum materials, and industry feedback. As well, a self-study and external review report were developed as part of the renewal process. Summaries of these reports are presented below. Informed by the recommendations in these reports, the Steering Committee's final recommendations are presented at the end of this report.

Background

The Jewellery Art and Design program was established in 1988 to serve the needs of both traditional goldsmiths and independent artists. The curriculum, which included classical jewellery techniques and gemmology, as well as art-oriented courses, such as art history and drawing and design, largely remained unchanged until 2012 when long-term faculty left the program. Over the next few years, faculty initiated key changes to the program curriculum to make it more current and enhance the employability of graduates.

Currently, the program is designed to provide comprehensive training for creative individuals who wish to develop their skills and understanding of jewellery as an artistic expression with commercial viability. The program continues to deliver key courses related to art and design, gemmology, and technical training. The program and its curriculum is primarily designed to provide as much hands-on technical training as possible. Upon completion of the JADE program, students will have acquired the skills and knowledge to set up their own studio-workshop or find employment as jewellery designers; gold or silversmiths; stone setters; lapidary stone cutters; or jewellery store owner-managers.

Recognizing a need to update the goals of the program, the department created a new mission and vision statement for the program in June 2017.

Mission: *"Vancouver Community College's unique two-year diploma program offers hands-on technical, design, and career training for students aiming to enter the jewellery profession."*

Vision: *"VCC Jewellery Art & Design seeks to guide students to a life of creativity, technical excellence, and career success in the jewellery field."*

The JADE Diploma program consists of 22 courses taught over four (4) semesters for a total of 72 credits. However, the current course credits are not incompliance with VCC policy C.1.4 Assignment of Credits to Courses.

Findings

Graduates report a high level of satisfaction with their overall education and quality of instruction in the program. Graduate survey data indicates that most students enter the program with the goal of becoming an independent artisan. The majority of graduates from 2013-2017 found employment in the jewellery industry as self-employed artisans or hired goldsmiths. Student enrollment, primarily domestic students, has remained relatively stable over the reporting period 2013—2017, and on average 34.5 students graduate per year.

One of the key findings from this renewal process is that the length of the program does not support the scope and level of technical skills and knowledge taught in the program. Multiple stakeholders suggest that additional time is needed in the program for students to practice and develop technical skills that will enhance their employability as entry-level goldsmiths and address the shortage of skilled goldsmiths identified by members of the Program Advisory Committee. This is also supported by graduate data showing many students did not view the knowledge and skills they gained in the program as useful in performing their jobs.

While the intended design of the program curriculum is to strike a balance between artistic design and technical skills training, the program will need to engage in a curriculum development process to ensure the program is current and relevant to the needs and interests of industry and students. (Re)development of the program curriculum should strive to achieve a sustainable balance between a) interests of students who want develop their artistic and creative jewellery design skills and, b) needs of industry for graduates with solid, technical goldsmith skills. Any program redesign will also require an examination of alignment between program learning outcomes, teaching and learning activities, and student assessments.

Another key finding relates to the learning environment, including classrooms, labs, studios, and online learning space. While it was reported that the labs and studios appear to be well resourced with tools and equipment, the physical infrastructure of these will require upgrading to enhance student safety, satisfaction and recruitment. Key stakeholders also identified a need for the program to implement relevant, current technology and techniques to support teaching and learning, including digital design software, Rhino/CAD, 3D printing, laser welding, etc. Stakeholders also

recognized the need for more business management skills training, as well as the benefits of a student work experience practicum.

The compliment of faculty and staff in the department to administer, manage and deliver the program was found to be insufficient. Currently, the department has three (3) permanent faculty with a total of 2.2 FTE and four (4) term instructors. To effectively and efficiently support program improvement and growth, there will be a need to increase the release time of the Department Leader and assess the needs of the program to hire faculty to teach specialized courses/skills and staff to support faculty and students. This may require revising and/or creating new area hiring criteria within the department to address this need and support program changes resulting in skill gaps among faculty and staff.

Finally, the program maintains key transfer agreements with Emily Carr University of Arts and Design and Nova Scotian College of Art and Design, and is in the process of exploring opportunities for affiliations and agreements with other post-secondary institutions. A redesign of the program could lead to more opportunities for transfer agreements and partnerships, and any substantial changes to the program should consider the impact on these current and future partnerships.

2. Self-Study Report Summary

Overview

This section presents a summary of the self-study report presented to the Steering Committee in April 2019. The self-study team examined key data sources, identified significant findings, and made recommendations related to the six (6) key performance indicators.

KPI #1: Curriculum and Instruction:

Hands-on learning is the core strength of the program. Students spend almost 70% of their time in the workshops. Instructors demonstrate specific skills, and students then work on assignments designed to help them learn and become proficient in those skills. Other courses cover topics related to the jewellery industry, including Gemmology, History of Art, Design & Drawing, Business Management and Digital Design.

The Graduate Feedback Survey and minutes from the Industry Stakeholders meeting indicate that even more time could be spent on hands-on learning to practice their technical skills. However, the External Review Report and comments from current and graduating students at their year-end critiques indicate students are generally happy with the balance of courses in the program. One universal theme is that the program contains too much technical content for the existing two years. To this end the self-study team has determined that the best approach to re-designing the curriculum will be to create a solid two-year program focusing on essential technical skills and foundational theory courses, reserving some of the more specialized skills for an optional third year.

Curriculum Development funds have been secured for the first phase of re-development (re-designing the 2-year curriculum) and more funding will be requested the following year to create the optional third year. The scope of the project will involve a re-write of the Program Outcomes, which are outdated, aligning course credits to credit hours, including more technology (digital design, 3D printing and laser welding), more comprehensive business training, and exploring options for the inclusion of a practicum.

KPI # 2: Student Outcomes

The JADE program has enjoyed low attrition rates in recent years (5-7% for the last 5 years). The Department attributes this to the portfolio review and interview process that are part of its entrance requirements. Even in years when low numbers of applicants do not allow the department to select the most talented or committed individuals, the production of a portfolio and willingness to undergo an interview process demonstrate a degree of commitment to enrolling in and completing the program.

Numbers of applicants have fallen since 2013. This could be attributed to a number of external factors, including BC's falling unemployment rates and rising housing prices. The self-study team has determined numbers of applicants could be raised in two ways. First, the portfolio requirements

could be revised to encourage more applicants without previous art experience to apply. Second, curriculum could be re-designed to be more flexible, allowing students to complete the diploma on a part-time basis while working part-time, in order to reduce student debt and financial burdens.

While DACSO surveys show a high degree of student satisfaction with their overall education, many students expressed that improvements could be made in the areas of technology, business management training, and the addition of more hours of metal techniques. These could contribute to students' satisfaction in the area of "skills gained useful in performing job", and area that has generally scored lower on DACSO surveys.

KPI # 3: Program Planning and Administration:

Articulation: The JADE program currently has transfer agreements with Nova Scotia College of Art & Design (NSCAD) University (formal agreement), and Alberta College of Art & Design (informal agreement) for graduates to transfer into their Bachelor of Fine Arts in Jewellery programs. Graduates of JADE can also challenge exams to enter the second year of the Gemmology Certificate program, offered by VCC's Continuing Studies program, leading them to further transfer opportunities to enter Birmingham City University's Gemmology degree program in the UK. Further transfer agreements are pending with Emily Carr University of Art & Design (Bachelor of Fine Arts) and University of Arizona's Gemmology degree programs.

Further opportunities will be pursued in the future, along with more flexibility for students entering from other, shorter jewellery programs such as the one at North Island College.

Program Advisory Committee: The JAD and Gemmology PAC's were combined in 2018 to form a single committee. However, it was determined by the self-study team that it might be beneficial to separate the committees again, as the two programs have different goals and are administered by different Schools within the college. Graduate Outcomes Surveys indicate over 80% of graduates entered the program with the goal of becoming "independent artisans". This is an area that is underrepresented on the PAC, and a newly formed JAD PAC will include more members from this area.

Marketing and Recruitment: The department will continue to maintain social media accounts, attend trade shows, and participate in exhibitions. In addition, more efforts will be put toward reaching out to high schools that have jewellery classes and metalwork programs.

Succession Planning: One auxiliary instructor is being groomed to fill a permanent faculty position that will likely be vacated due to retirement in the next few years. The program's longest standing member of support staff is also nearing retirement, and has reduced her hours to part-time. A casual who has been backfilling her job will be stepping in when she retires. The department will continue to recruit auxiliary instructors to be prepared for any unforeseen changes.

KPI # 4: Faculty and Staff:

The department currently employs three permanent faculty (two at 60% each and one at 100%), and two part-time support staff. As changes are made to curriculum changes will need to be made. To allow for more flexibility of courses and workshop hours, more faculty and support staff may be needed, as well as more Department Leader release time in order to manage the more complex scheduling needs of the program.

The department has also recognized that area hiring criteria for faculty are geared toward skilled goldsmiths only, and has begun to create new areas to allow for hiring of specialists in the areas of Computer-Aided Design and Gemmology. More changes may follow.

Faculty remain active in local, national, and international industry and arts organizations, and stay current with trends through Professional Development activities every year.

KPI # 5: Program and Student Support Services:

The department will continue to inform students of the services available at VCC. Many support service departments expressed the desire to work more closely with the program. Representatives will be invited more often to give presentations to the students, faculty and staff.

KPI # 6: Learning Environment:

While the department remains well supplied with the necessary jewellery equipment and technology, the facilities are becoming increasingly difficult to work within. The previous Renewal (completed in 2013) had already identified many issues, including poor ergonomics, ventilation and lighting, as well as congested areas and excessive noise. Recommendations were made to "convene a representative task group to research the feasibility of raising the program profile by moving the program to a new physical environment with higher visibility to the rest of the College, natural light through windows, a serviceable ventilation system and fume or particulate removal system (vents/hoses) over faculty and student work areas".

The current self-study team added that with further wear and tear, the facilities have become even less appealing to potential applicants. In the Graduate Outcomes Survey, 68% of respondents made reference to either poor natural light, poor ventilation, or facilities being too cold or too hot and 48% expressed displeasure at being in the basement and wished there were windows in the classrooms. The team recommends beginning the process of obtaining studies and estimates to move the program to a brighter, safer area of the college, with facilities that comply with today's safety standards.

Program Strengths

- Only 2-year diploma program in British Columbia
- Emphasis on balancing artistic expression and a high level of technical skill
- Faculty with decades of experience working in the jewellery industry

Office of the Vice President, Academic, Students & Research

- Access to a wealth of jewellery tools and equipment

Self-Study Report Recommendations

KPI	Recommendation
Curriculum and Instruction	1. Revise program design and curriculum for currency, relevancy and alignment. 2. Explore options for a 2-year Diploma Program with a 1-year certificate exit. 3. Explore options for an Advanced Diploma.
Student Outcomes	4. Examine program entrance requirements and processes 5. Investigate opportunities for flexibility in course schedules. 6. Revise and redesign program curriculum to address student satisfaction rates and relevancy to employment. 7. Emphasize business management skills and the use of relevant technology in the program
Program Planning and Administration	8. Continue to explore options for transfer agreements 9. Revise PAC membership to include more representation from independent artisans 10. Work with Marketing to identify strategies for student recruitment.
Faculty and Staff	11. Review hiring criteria and identify new hiring areas for specialty courses 12. Increase Department Leader release time 13. Develop approved workload profile 14. Add support staff
Student Support Services	15. Ensure all service areas are invited to orientations and faculty meetings.
Learning Environment	16. Continue to provide input into the Master Planning process 17. Conduct a feasibility study for upgrading and renovating classrooms/labs/studios. 18. Begin the process of obtaining studies and estimates to move the program to a brighter, safer area of the college, with facilities that comply with today's safety standards.

3. External Review Panel Report Summary

The external review panel conducted a site-visit at VCC on April 23, 2019 to review the Jewellery Arts and Design Diploma program (JADE) and meet with various stakeholders, including, the VP Academic, Students, and Research, members of the Steering Committee, program faculty and staff, and current students. The information gathered by the external review panel is reflected in its findings and recommendations as contained in the external review report.

The external review panel members consisted of:

- Lynne Hull, Head of North Seattle College's jewellery program
- Rosemary Bartram, President of Era Design

Overall, the external reviewers reported the JADE program is comprehensive and valuable, covering a wide range of knowledge and skills. It was noted how the curriculum and student projects are well integrated into the curriculum. The external reviewers reported there seemed a high morale among students interviewed, and students had a lot of praise for the faculty and staff in the program. According to external report, students feel that they have a well-rounded education, and mentioned the Gemmology and Drawing classes to be essential.

According to the report, the current jewellery industry has been changing rapidly, driven by e-commerce and the retirement of many longstanding jewelers. As such, they feel there is a huge opportunity for program growth. As the only jewellery program in the lower Mainland, the JADE program is well positioned to address the future needs of the industry for artisan jewellers with solid technical skills.

The external review panel made a number of suggestions and recommendations to improve the overall program.

- Integrate educational technology to enhance student learning (i.e. Design, software, 3D printing,
- Reassess required student supplies (tool kits) and textbooks
- Adjust demos and project due dates to lessen students' workloads
- Align and calibrate student assessments (projects)
- Explore the option of student a practicum
- Add a third year to the program. This would provide students with more time to develop the technical skills that are hard to master in a two year program.
- Work with marketing to identify strategies for student recruitment.
- Explore strategies for enhancing program profile/reputation to industry.
- Explore the option of offering professional development workshops in the evening.
- Upgrade lighting and ventilation in labs to ensure a safe and functional work/learning environment.
- Reconfigure classroom space.
- Increase lab/studio hours to allow more time for students to complete projects and practice technical skills.

4. Responses to External Review Report

Response from Self-Study Team

The comments from the External Review panel were a welcome addition to the Renewal process. In general, many of their suggestions echoed ideas that had come up in other stages of the Renewal, including the need for more time for technical mastery, the integration of more technology, upgrading of the facilities, and new recruitment strategies. They also added valuable ideas about the raising of the program's profile in the industry, the inclusion of a practicum, and offering professional development workshops in the industry. These ideas are closely related, as both would help to raise the profile of the program among potential employers. The practicum would also provide valuable experience and entry into the job market for our graduates. Finally, it was rewarding for faculty to hear from the external reviewers that they had noted a high level of morale among the students, which isn't necessarily recognized in other areas of the Renewal.

Response from Brett Griffiths, Dean

The department conducted a very thorough review in completing the self-study report. I believe the department head and jewellery department team members did an excellent job with the report. I felt the external report was somewhat brief, but still provided useful information.

The priorities from my perspective are:

- Redesign of the program, moving to a two-year diploma with certificate exit
- Creation of third year program, with the possibility of artist in residence
- Upgrade of facilities to meet safety standards and provide a more welcoming space
- Increase of department leader release
- Increase number of support staff
- Integrate Moodle and emerging technologies into program curriculum

5. Summary of Recommendations

KPI	Recommendation
Curriculum and Instruction	1. Revise program design and curriculum for currency, relevancy and alignment, and compliance; 2. Explore the option of student a practicum; 3. Explore options for a 2-year Diploma Program with a 1-year certificate exit; 4. Explore options for developing a 3rd year for the program focusing on advanced technical skills and techniques that are hard to master in a two year program; 5. Explore opportunities to integrate indigenous educational principles and approaches in order to align the curriculum with the Indigenous Education Protocol for Colleges and Institutes; 6. Review the online learning environment (Moodle shells) and explore options for enhancing the use of media and technology, such as digital design software and 3D printing, to encourage student engagement and support student success, in accordance with VCC's online learning strategy.
Student Outcomes	7. Examine program admission requirements and portfolio processes to increase student enrolment; 8. Investigate opportunities for flexibility in course schedules; 9. Revise and redesign program curriculum to address student satisfaction rates, relevancy to employment, and currency; 10. Emphasize business management skills and the use of relevant technology in the program.
Program Planning and Administration	11. Continue to explore options for transfer agreements with other post-secondary institutions; 12. Revise PAC membership to include more representation from independent artisans; 13. Consult with IR to collect and analyze student feedback (course and program); 14. Work with marketing to identify strategies for student recruitment; 15. Explore strategies for enhancing program profile/reputation to industry 16. Explore the option of offering professional development workshop series in the evening.

Faculty and Staff	17. Review hiring criteria and identify new hiring areas for specialty courses; 18. Increase Department Leader release time; 19. Develop approved workload profile; 20. Add support staff; 21. Increase the number of auxiliary instructors.
Student Support Services	22. Invite student service area representatives to student orientations and faculty meetings as required.
Learning Environment	23. Continue to provide input into the Campus Master Planning process 24. Conduct a long/short term feasibility study for upgrading, renovating, and moving classrooms/labs/studios to a brighter, safer area of the college, with facilities that comply with today's safety standards; 25. Upgrade lighting and ventilation in labs to ensure a safe and functional work/learning environment; 26. Increase labs/studio hours to allow more time for students to complete projects and develop technical skills.

Program Renewal: Jewellery Art & Design Diploma
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August 2019

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1.	Redesign curriculum for 2-year diploma program with a certificate exit. Consider options for schedule flexibility and recommendations 2 -10, 26	March, 2020	CD funds (already secured)	PCG, course outlines, course blueprints.
2.	Revise PAC membership to focus on the jewellery program	January 2020	Dean, Dean's assistant, and DL	New PAC formed
3.	Work with marketing to identify strategies for student recruitment	January 2020	Dean , Marketing, DL At least $3000/year for new marketing strategy.	Recruitment plan developed and launched
4.	Increase the number of auxiliary instructors for current program	December 2019, ongoing	Dean, DL, HR	Area hiring Criteria approved and auxiliaries hired
5.	Review hiring criteria and identify hiring areas for new program. Consider Department Leader release time, workload profile, and additional support staff.	April 2021	Dean, DL, FAC,	New area hiring criteria developed
6.	Conduct a feasibility study for upgrading, renovating, and moving classrooms/labs/studios to support the new program.	March 2020	$15,000 (This was requested through Capital Requests for 2019/20 fiscal. Funding was not approved)	Completed on schedule

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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
7.	Apply for CD funds to redesign curriculum for optional 3rd year	March 2020	CD funds	Completed on schedule
8.	Launch new program	September 2021	DL, RO	Completed on Schedule
9.	Increase labs/studio hours to allow more time and flexibility for students to complete projects and develop technical skills	September 2021	Increase faculty or support staff budget.	Additional support staff hired to supervise students in the studio.

Centre for Teaching, Learning & Research (CTLR)

Educational Services Renewal Action Plan – April 2019

Background

CTLR conducted an education services renewal as per D.1.1 Education Services Renewal Policy and Procedures from November 2018 to April 2019. The renewal included a comprehensive self-study reviewing CTLR functions and services such as support for curriculum development, online learning development and Moodle support, research, and college-wide projects. An external panel of three leaders in the field of teaching and learning took part in a site visit on November 19, 2018, meeting with stakeholders around the college. The external panel submitted their external report with recommendations on January 31, 2019.

CTLR reviewed the recommendations from the self-study and external panel's report to inform the objectives in this Action Plan. The plan includes the goals and objectives for the next five years.

Recommendations

There are major themes in the recommendations that emerged out of the renewal process, reflected in the action plan below. The themes speak to the rapid growth of CTLR and a need to establish internal processes and practices to manage projects more effectively. CTLR's growth has put pressures on space requirements as well as a need to clarify internal departmental structure and staffing.

There is an emphasis on external communication and raising awareness in the college of our role and services as well as measureable impact of our work. As leaders in educational development and technology in the college, continuous and pre-planned professional development is also emphasized.

The recommendations also refer to greater integration between the Dean, eLearning Support, and the Instructional Associates. Finally the plan calls for refresh of CTLR's strategic direction, led by the Dean.

Action Plan

1. **Inter-departmental & external communication**
   a) Create a Communication Plan
      i. Update CTLR website
      ii. Reinstate Annual Report
      iii. Continue with roadshows and attendance at School/Departmental meetings
      iv. Open House at both campuses
   b) Closer relationship with SIE e.g. joint meetings, SIE faculty facilitate Moodle courses
   c) Establish Communities of Practice

2. **Metrics**
   a) Establish baseline stats to measure work, impact, and success
   b) Create feedback surveys about our services, workshops, etc.

3. **PD & Professional best practices**
   a) Establish departmental and individual PL planning framework
   b) Present our work at conferences
   c) Explore mentoring opportunities e.g. past IAs, colleagues at other T&L Centers

4. **Intra-department project management and coordination**
   a) Create online learning development process between eLearning and IAs
   b) Use Project Management best practices and tools to manage projects
   c) Restructure departmental meetings so they are more effective

5. **More office space / meeting room capacity**
   a) Create a work space improvement plan and funding strategy:
      i. Increases visibility of the department
      ii. Larger space at Broadway to accommodate more/all employees
      iii. Reconfigure Downtown office to accommodate growth and drop-in workstations
      iv. Meeting space large enough for facilitation
      v. Meeting space for 1:1 consultation
   b) Create a recording studio space plan and funding strategy

6. **Research**
   a) Incorporate SOTL research into departmental practice
   b) Clarify the role of CTLR to support research

7. **Org structure, roles & responsibilities**
   a) Update IA Area Hiring Criteria to reflect current and anticipated work. Consider desirable skills, knowledge, and background among the group.
   b) Confirm the inclusion of IA on IA Selection Committee membership
   c) Advocate for more staff and faculty
      i. An additional IA to support college initiatives such as Indigenization of curriculum, UDL, assessment only credentials, online/blended delivery, microcredentials
      ii. Explore adding to the team on project-basis via secondment, temporary contracts, etc.

8. **Leadership & Strategic Direction**
   a) Create a Strategic Plan, including update of CTLR's vision, mission and values statements
   b) Greater engagement by the Dean to prioritize departmental projects and ensure alignment between CTLR and college initiatives
   c) Lead the development of Teaching & Learning Framework

CTLR Educational Services Renewal: Five Year Action Plan				
2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Create a Communications Plan	Implement Communications Plan			
Establish closer working relationship with SIE				
Enhance Communities of Practice	Enhance Communities of Practice			
Define baseline stats to measure work, impact, success	Establish system to collect baseline stats			
Create feedback survey for our services				
Establish departmental and individual PD planning framework	Implement annual PD planning			
	Explore mentoring opportunities			
	Present work at conferences			
Create online learning development process between IAs and eLearning	Review development process			
Identify Project Management best practices and tools to manage projects.	Implement PM practice & tools			
Restructure departmental meetings so they are more effective.				
Create a work space improvement plan and funding strategy	Implement work space plan			
Create a recording studio space plan and funding strategy	Implement recording studio space plan			
Incorporate SOTL research into departmental practice				
Clarify the role of CTLR to support research				
Update IA Area Hiring Criteria and consider desirable skills,				

knowledge and background among the group				
Confirm the inclusion of IA on IA Selection Committee membership				
Advocate for more staff and faculty				
Create a Strategic Plan, including update on CTLR's vision, mission and values statements.				
Greater engagement by the Dean to prioritize departmental projects and ensure alignment between CTLR and college initiatives				
Lead the development of Teaching & Learning Framework				

BCCNP

British Columbia
College of Nursing
Professionals

January 16, 2019

Dr. Peter Nunoda, President
pnunoda@vcc.ca
Vancouver Community College
1155 East Broadway Building B, Room 6208
Vancouver, BC V5T 4V5

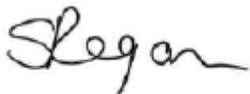Re: Practical Nursing Program Recognition

Dear Dr. Nunoda:

The British Columbia College of Nursing Professionals (BCCNP) Education Program Review (EPR)
Standing Panel A completed an established review for the generic and access practical nursing education
programs offered by Vancouver Community College (Broadway) on December 7, 2018 and
recommended the BCCNP Board recognise this program until January 31, 2024 without terms or
conditions attached. On behalf of the BCCNP Registrar and consistent with Board policy I have approved
this recommendation. The Registrar will be reporting to the BCCNP Board at its January 24, 2019
meeting the action taken to recognize the program. I therefore request that public announcements you
may wish to make about this decision be made after January 24, 2019.

A full program review with a site visit is to be completed before January 31, 2024. The enclosed report
provides details about the program review process and findings, including the EPR Standing Panel
recommendation for recognition. Please note that BCCNP requires practical nursing education programs
to submit a notice of intent if substantial changes are made to your nursing education programs during
the recognition period.

Follow-up consultation to discuss the report is available from Janice Penner, BCCNP Education
Consultant at janice.penner@bccnp.ca or 1.866.880.7101 ext 6217.

Sincerely,

Sandra Regan, RN, PhD
Deputy Registrar, Education Program Review and Entry-level Competencies
T   604.742.6206 (direct)
TF 1.866.880.7101 ext 6206
E   Sandra.Regan@bccnp.ca

On behalf of Cynthia Johansen, Chief Executive Officer/Registrar

cc: Julie Gilbert, Department Head, VCC Practical Nursing Program

Education Program Review

Practical Nursing Education Program Report (2018)

Vancouver Community College

This report is based on the British Columbia College of Nursing Professionals (BCCNP) Education Program Review Standing Panel A (LPN) current review of the Generic and Access practical nursing education programs offered by Vancouver Community College concluded on December 7, 2018.

Background

The Vancouver Community College (Broadway) received initial recognition from the College of Licensed Practical Nurses of British Columbia in February 2012 for their Generic and Access practical nursing education programs.

History of Program Recognition for Vancouver Community College

Date	Type of Review	Conditions	Recognized until (length of recognition)
October 2014	Phase 2 Review	Interim Report due January 2015	October 2018 (4 years)
April 2018	3-month extension of recognition		January 31, 2019

Current Review

The Education Program Review (EPR) Standing Panel A (LPN) reviewed Vancouver Community College (Broadway) under the authority of the duties and objects of a college set out in the *Health Professions Act* (HPA). The HPA requires that BCCNP serve and protect the public at all times and carry out its responsibilities in the public interest. BCCNP reviews programs in accordance with its duties and objects under the *Health Professions Act* (HPA), the powers of the Board under the HPA, and the authority delegated to the EPR Standing Panel A (LPN) under BCCNP's bylaws. The Board has authority under Section 19(1)(m) of the HPA to establish conditions or requirements for registration of a person as a member of the college, including standards of academic or technical achievement, and Section 19(1)(m.1) empowers the Board to specify academic or technical programs that are recognized by BCCNP as meeting those standards. The EPR Standing Panel A (LPN) makes recommendations to the Board regarding its exercise of this authority, in accordance with BCCNP Bylaw 23 and BCCNP's Practical Nursing Education Program Review Policies.

Practical Nursing Education Program Review Process

The EPR Standing Panel A (LPN) conducted the review as set out in the Practical Nursing Education Program Review Policies Section 8.0 Self-Evaluation Reports & Site Visits and outlined below:

- On **October 12, 2018** the EPR Standing Panel A (LPN) conducted a preliminary review of the self-evaluation report submitted by Vancouver Community College on August 1, 2018 and created instructions for the site visit team retained by BCCNP.

- The site visit was conducted on **November 8, 2018** in accordance with Policy Section 8B: Site Visit. The site visit team submitted a written report to Vancouver Community College prior to submitting to the EPR Standing Panel A (LPN). The EPR Standing Panel A (LPN) received the final site visit report on **November 16, 2018**, including comments from the program.

- EPR Standing Panel A (LPN) discussed its assessment on **December 7, 2018** and decided upon its final report and recommendation to the BCCNP Board.

Findings

The EPR Standing Panel A (LPN) referred to Practical Education Program Review Policies (Section 5.0): Committee Assessment of the Practical Nursing Education Standards to evaluate the program in relation to Policy Section 4.0: Practical Nursing Education Standards and Indicators as outlined in the tables below. The EPR Standing Panel A (LPN) has provided comments from the review which are included in this report.

British Columbia College of Nursing Professionals   **Confidential**

Details of the EPR Standing Panel A (LPN) Evaluation of the Program against the BCCNP Nursing Education Standards and Indicators

Vancouver Community College (VCC)

General Comments:

The EPR Standing Panel A noted the self-evaluation report submitted by VCC was well written and included numerous sources of evidence to support the panel's assessment of each of the indicators and standards. The panel appreciated VCC's responses to comments in the site visit report indicating areas for continued improvement for the practical nursing education programs offered at VCC.

Curriculum Standard: The curriculum provides the learning experiences necessary for students to achieve the Entry to Practice Competencies for Licensed Practical Nurses and to meet BCCNP Standards of Practice.			
Indicators of Curriculum Standard	**Assessment**		**Comments**
	Complete	Incomplete	
a) The curriculum clearly describes how the program incorporates the Entry to Practice Competencies for Licensed Practical Nurses and BCCNP Standards of Practice.	☒	☐	The EPR Standing Panel A commends VCC for having a high attendance of VCC instructors at the site visit.
b) The program learning outcomes incorporate the Entry to Practice Competencies for Licensed Practical Nurses and BCCNP Standards of Practice.	☒	☐	
c) The nursing theory and practice courses systematically introduce and build upon the Entry to Practice Competencies for Licensed Practical Nurses and BCCNP Standards of Practice.	☒	☐	
d) The curriculum requires students to engage in collaborative practice with members of the inter-professional health care team.	☒	☐	
e) There are sufficient learning resources to support student achievement of Entry to Practice Competencies for Licensed Practical Nurses and BCCNP Standards of Practice.	☒	☐	The EPR Standing Panel A commends VCC for identifying the need to improve the tracking of agency requirements for faculty and students.
f) The program has processes in place to remain current with changes in employer equipment, policy, and procedures.	☒	☐	

Overall assessment of the Curriculum Standard:

Six of six indicators under the Curriculum Standard were assessed as complete. The EPR Standing Panel A (LPN) assessed the Curriculum Standard to be:

Met ☒   **Partially Met**   ☐   **Not Met** ☐

Students Standard: Students demonstrate progress toward the achievement of the competencies and Standards of Practice.

Indicators of Students Standard	Assessment		Comments
	Complete	Incomplete	
a) The program informs students about the Requisite Skills and Abilities needed to achieve the Entry to Practice Competencies for Licensed Practical Nurses.	☒	☐	
b) The program uses the Requisite Skills and Abilities to support students to achieve the Entry to Practice Competencies for Licensed Practical Nurses and to meet BCCNP Standards of Practice.	☒	☐	
c) The program tracks practice learning experiences to give each student experience with a wide variety of clients in various settings and to meet the PNPPC requirements.	☒	☐	
d) The program provides a comprehensive orientation and ongoing support for faculty and preceptors.	☒	☐	
e) Program policies support faculty to fail students or remove them from the practice setting for reasons of unprofessional/unethical behaviour or unsafe practice.	☒	☐	
f) Program policies address student progression, failure, and readmission.	☒	☐	
g) Qualified faculty with appropriate experience, in sufficient numbers, support students, and preceptors.	☒	☐	The EPR Standing Panel A noted VCC has an extensive list of practical nursing program faculty.
h) Faculty and preceptors give students timely formative and summative feedback about their ability to achieve the Entry to Practice Competencies for Licensed Practical Nurses and to meet BCCNP Standards of Practice.	☒	☐	

i)	Faculty use a variety of approaches to help students identify and use evidence-informed practice.	☒	☐	
j)	Faculty support students to understand the role of, and to work with, a wide variety of other members of the inter-professional health care team.	☒	☐	
k)	Students demonstrate their ability to provide safe nursing care using simulation before they practice with clients.	☒	☐	
l)	Before graduation, students have achieved the Entry to Practice Competencies for Licensed Practical Nurses and meet BCCNP Standards of Practice.	☒	☐	

Overall assessment of the Students Standard:

Twelve of twelve indicators under the Students Standard were identified as complete. The EPR Standing Panel A (LPN) assessed the Students Standard to be:

Met ☒   **Partially Met** ☐   **Not Met** ☐

Graduates Standard: Graduates of the nursing education program achieve the competencies and Standards of Practice.

Indicators of Graduates Standard	Assessment		Comments
	Complete	Incomplete	
a) The program has a plan for formative and summative program evaluation that includes the Entry to Practice Competencies for Licensed Practical Nurses and BCCNP Standards of Practice.	☒	☐	The EPR Standing Panel A commends VCC for the thorough evaluation process.
b) The program monitors, analyzes, and uses program evaluation and graduate success rates on the Canadian Practical Nurse Registration Examination (CPNRE) for program quality improvement.	☒	☐	
c) The program solicits feedback from graduates about how well their program prepared them to achieve the Entry to Practice Competencies for Licensed Practical Nurses and to meet BCCNP Standards of Practice.	☒	☐	

d) The program solicits feedback from preceptors and employers about how well the program prepared graduates to achieve the Entry to Practice Competencies for Licensed Practical Nurses and to meet BCCNP Standards of Practice.	☒	☐	The EPR Standing Panel A commends VCC for the detailed description and analysis of their program evaluation.

Overall assessment of the Graduates Standard:

Four of four indicators under the Graduates Standard were identified as complete. The EPR Standing Panel A (LPN) assessed the Graduates Standard to be:

Met ☒   **Partially Met**   ☐   **Not Met** ☐

Final Deliberations:

The BCCNP Practical Nursing Education Program Review Policies guided the Education Program Review Standing Panel A (LPN) Practical Nursing program review. The EPR Standing Panel A (LPN) recommends a five-year length of recognition to Vancouver Community College for the Generic and Access practical nursing education programs until January 31, 2024.

Program Review Timelines:

BCCNP Education Program Review staff will contact the Vancouver Community College practical nursing program approximately six months in advance of the recognition end date (January 31, 2024) to identify dates for submission of self-evaluation report and site visit.

	Approved Projects	Project Lead	Amount Approved	UPDATE: September 20, 2019	UPDATE: January 17, 2020	UPDATE: March 31, 2020
	CONTINUING STUDIES					
1	Modification of the **ECCE Post-Basic Diploma** Program to Accommodate International Students	Katarina Jovanovic, Gordon McIvor	$ 4,500	The complexity of the project required multiple consultations in order to determine the guidelines for project execution. The first payments for curriculum development work done by the ECCE PC and the ECCE Faculty - will start in September.		
2	**Gladue Report Writing Program** Online Development	Claire Sauve	$ 30,000	Initial planning for program design has taken place, the focus of program development has shifted slightly to a Storywork methodology. Workshops and curriculum development planned to begin in October.		
3	**Leadership Suite** of Programs - Program Revisions	Joy Dalla-Tina, Claire Sauve	$ 13,000	Project is progressing as planned. Majority of work to be done between October and March.		
4	**Networking Technology** Program Renewal	Sid Khullar	$ 10,000	Project is progressing as planned. Summary document of Program Design complete.		
5	Review and Refresh **Office Administration** curriculum	Janet Chee, Claire Sauve	$ 3,500	The scope has shifted slightly. 12 course outlines and syllabi will be revised. Work to begin in October.		
			$ 61,000			
	RENEWAL 2019/20 - Building Manager		$6,125.00	Project is progressing as planned. First Steering Committee meeting has been held.		
	RENEWAL 2019/20 - Interior Design		$6,125.00	Project is progressing as planned.		
			$73,250.00			
	LIBRARY, TEACHING & LEARNING SERVICES					
6	**"Job Application"** Course	Emily Simpson	$ 4,000	In Progress. Consultation is complete. The next steps are to begin research on OER materials available related to course and best practices in online design, along with approaching departments to discuss a pilot/implementation plan.		
			$ 4,000			
	TRADES, TECHNOLOGY & DESIGN					
7	**Auto Collision Repair & Refinishing** - Preparation for National Harmonization	Derek Sproston, Robin Popow	$ 10,000			
8	3D Building Modelling for **Construction Short Certificate**	Brett Griffiths, Bruce McGarvie	$ 9,000	In progress. Due to Bruce's absence there is no information available. Update to come mid-November upon his return.		

	Approved Projects	Project Lead	Amount Approved	UPDATE: September 20, 2019	UPDATE: January 17, 2020	UPDATE: March 31, 2020
9	**Civil Structural Technician Certificate** Program Revision to two new courses	Brett Griffiths, Kelly Wightman	$ 5,000	In progress. Teaching and learning materials have been created for two new Blended Moodle courses. Project developers estimate an additional two weeks until completion.		
10	New **Mechanical Technician Certificate**	Brett Griffiths, Bruce McGarvie	$ 10,000	In progress. Due to Bruce's absence there is no information available. Update to come mid-November upon his return.		
11	Supporting EAL students in **the Hair Design, Skin & Body Therapy** Department	Brett Griffiths, David Wells, Carrie Leggatt, Louise Dannhauer	$ 5,000	The research is on-going and the report (on language and socio-cultural gaps) is expected to be finished by the end of October. The original proposal included Design EAL Support Program specific to HDS&B need. As full funding was not provided, this may be the next step.		
12	**Esthetics Program** Revision, Expansion and Amalgamation program courses	Louise Dannhauer	$ 8,000			
13	**Graphic Design Diploma** Program 2019/2020 Update	Brett Griffiths, Anne Emberline, Lorena Espinoza	$ 10,000	Timeline pushed back to accommodate for taking over DH role. Met with PAC and started survey process. Goal to have outlines/blueprints ready for approval process by end of December. Goal is to have everything ready for the approval process by January 2020.		
14	**Jewellery Art & Design** Re-Design	Karin Jones, Brett Griffiths	$ 22,000	We are just starting our new semester, and will be beginning this work next week (Sept. 24). Two days of meetings have been arranged for Sept 24 and Oct 8.		
			$ 79,000			
	RENEWAL 2019/20 - Cosmetology		$ 6,125			
			$ 85,125			
	HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS					
15	Indigenization of **Culinary Arts Programs**	Collin Gill	$ 8,000	This project has been put on hold due to being short staffed. We will be looking at starting this up just before or just after the December break.		
16	**Molecular Gastronomy Short Certificate** (for Professional Chefs)	Ysabel Sukic	$ 10,000	Market research complete - response is mixed. Concept paper has expanded into development of a set of non-credit courses. Will be working with the Finance Department to develop a business case for these courses. Course descriptions and list of operational/equipment needs are currently in progress.		

	Approved Projects	Project Lead	Amount Approved	UPDATE: September 20, 2019	UPDATE: January 17, 2020	UPDATE: March 31, 2020
17	**Baking and Pastry Arts** Program Renewal	Susie Findlay	$ 30,000	Project planning began September 18, 2019. It was not started earlier because of scheduling constraints. This task is comprised of researching curricular models of corresponding programs at George Brown College, Northern Alberta Institute of Technology, Southern Alberta Institute of Technology, Red River College, and Holland College, as well as reviewing the Industry Training Authority Baker Apprenticeship Outline. I have met with department leaders of recently developed trades programs within VCC (e.g., Hair Design, Culinary Arts). I will share my research findings with department faculty & staff via Moodle. Faculty will help with the curriculum development when scheduling allows		
18	**Chef De Cuisine**	Ysabel Sukic	$ 2,500	When we approached the CCI about providing the assessment portion of the CCC program, we were actually asked to deliver the entire program instead of just the assessment. This then led to being provided multiple files which had to be sifted and sorted through. At the end of two weeks, it was determined that we were provided with a lot of random information and content, but no definitive direction on structure of and how to deliver the program. Went above approved budget due to salary step of faculty used for the project, as well, project is nowhere near finished. Course timeframe has been drafted. Next steps are to apply for more funding in order to continue the expanded project.		
19	Curriculum Development following Renewal of **Administrative Assistant Program** - continued from 2018-2019	Helen Roberts	$ 10,000	The proposed new Administrative Professional 1 and 2 PCGs and course outlines are going to Curriculum Committee for approval in Sept 2019. Instructors will be using CD time in September to work on some of the new courses.		
20	**Business Communications and Technical Writing** Course Realignment.	Monique Paassen	$ 5,000	All funds used. Next step is to implement in program renewal.		
			$ 65,500			
	HEALTH SCIENCES					
21	**Bachelor of Science in Nursing** - Patient Safety Competencies	Suzanne Touahria	$ 12,500	Curriculum work carried out by two faculty members. Half of the project work completed. Salary reallocation will be processed.		

	Approved Projects	Project Lead	Amount Approved	UPDATE: September 20, 2019	UPDATE: January 17, 2020	UPDATE: March 31, 2020
22	Curriculum revisisions for the **Certified Dental Assisting Distance** Program	Cathy Larson	$ 15,000	The CD work just began in early September due to the transition of Heidi moving from the department leader position back into the distance department and faculty being on summer vacation. Needs assessment is complete and the Program Page has been updated. Going forward, we will be reporting 6-8 CD days per month which will allow us to comfortable complete our work and spend the allocated funds. Next steps are to begin work on updating the nutrition course to reflect the new Canadian good guide information in the course material, self-assessment, assignments and exams.		
23	**Dental Technology Science** Program	Ken Izumi	$ 15,000	The Blueprint Project is in process. Course blueprints are being revised according to the project timelines. We anticipate the project to be completed by March 2020 on budget.		
24	**Health Unit Coordinator** revisions to meet changing role in industry	Coordinator II (TBA) and The Centre for Teaching, Learning and Research	$ 17,000	Curriculum work expected to start in early October. Radhika Kumar was appointed as HUC Coordinator as of Sep 23, 2019		
25	**Occupational/Physical Therapist Assistant** Program Revisions (Final Phase)	Carmen Kimoto	$ 16,000	Curriculum work underway and all funds to be dispersed by year -end. Courses Guides for Year 1 have been finalized. Primary Care model has been developed for implementation in January.		
26	**Practical Nursing** - Curriculum alignment with provincial updates	Jo-Ellen Zakoor, Janita Schappert	$ 7,500	Work has started and will resume and will expect to be completed by March 31/20. PN Access and Level one updated with new provincial curriculum updates. Mapping and alignment of revised or new learning outcomes has been completed. For concept alignment, Levels 1 and Access start in September so the work on these has been completed by July/August. The updated of levels 3 & 4 will continue through the fall of 2019 as Level 3 will be implemented in Feb 2020 and Level 4 in May 2020.		
			$ 83,000			
	RENEWAL 2019/20 - Dental Reception Coordinator		$ 6,125	The Renewal Committee has been formed. The work is just started. The expected undertaken of this project will be over the Fall and Winter.		
			$ 89,125			
	ARTS & SCIENCES					

	Approved Projects	Project Lead	Amount Approved	UPDATE: September 20, 2019	UPDATE: January 17, 2020	UPDATE: March 31, 2020
27	**Virtual Reality/Augmented Reality** Joint Program with VFS	Jacqueline Shehadeh	$ 15,000	Concept paper and business case have been created and will be going to Education Council in September. Three weeks of curriculum development funds have been used (15 days), which is ten days less than anticipated. However, the developer has spent much more than three weeks working on this project, and would like to request additional funds if there are any.		
28	**DHH** Program Renewal (continuation)	Marcia Tanaka	$ 25,000	Program Renewal has been completed. Next steps are to finalize the actions plan after the Steering Committee meeting on September 23.		
29	**ASL** Introductory Course Online	Brenda Carmichael	$ 10,000	We spent the first three months creating the pilot test which we are currently performing in the form of our ASL Advanced Online Pilot. Results from this beta test will then determine the structure of the ASL Level 1 Online Class. The first pilot was completed Sept. 16. We will continue to collect information from this ongoing ASL Advanced Pilot and commence using this information to develop the ASL Level 1 Online by October 1, which is when funds will be utilized.		
30	Blended Learning - development of **ELSK 0620 and ELSK 0625** blended courses	Carrie Leggatt	$ 5,000	Work on Blended ELSK 0615 and 0620 has been completed. Course development continues to happen through instructor PD. Courses expected to be offered in January 2020.		
31	**TESOL** Program(s) Redesign	TBD	$ 18,000			
32	Curriculum Revisions from **Bachelor of Music Degree** Renewal	Laurence Mollerup	$ 10,000			
			$ 83,000			
	Grand Total		$ 400,000			