



Vancouver Community College Education Council  
Meeting Agenda  
September 13, 2022  
3:30–5:30 p.m. Videoconference

<https://vcc.zoom.us/j/66408713517?pwd=bm5rM0lreU9jWXpLK3dlc2dMZllldz09>

Meeting ID: 664 0871 3517

Passcode: 991404

Topic	Action	Speaker	Time	Attachment	Page
<b>1. CALL TO ORDER</b>		N. Mandryk			
<b>2. ACKNOWLEDGEMENT</b>		N. Mandryk			
<b>3. ADOPT AGENDA</b>	Approval	N. Mandryk	1 min	✓	<b>1-2</b>
<b>4. APPROVE PAST MINUTES</b>	Approval	N. Mandryk	1 min	✓	<b>3-7</b>
<b>5. ENQUIRIES &amp; CORRESPONDENCE</b>	Info	N. Mandryk	1 min		
<b>6. BUSINESS ARISING</b>					
a. Concept Paper: Event Management Short Certificate	Info	J. Dalla-Tina, C. Sauvé	10 min	✓	<b>8-21</b>
b. EdCo & Committees Meeting Schedule	Approval	N. Mandryk	5 min	✓	<b>22</b>
c. EdCo Elections	Info	N. Mandryk	5 min		
d. EdCo Planning Day November	Info	N. Mandryk	2 min		
<b>7. COMMITTEE REPORTS</b>					
<b>a. Curriculum Committee</b>					
i. Program Update: Occupational/Physical Therapist Assistant Diploma	Approval	C. Kimoto	5 min	✓	<b>23-31</b>
ii. Program Updates: Bachelor of Science in Nursing (First-Year Entry & Advanced Entry)	Approval	S. Desbiens	5 min	✓	<b>32-101</b>
iii. Program Update: Dental Reception Certificate	Approval	L. Lo Yan, E. Squire	5 min	✓	<b>102-138</b>
iv. New Courses: Chef de Cuisine	Approval	D. Innes	5 min	✓	<b>139-167</b>
v. Program Update: Hospitality Management Diploma & New Certificate Exit Credential	Approval	W. Aroca Aguirre, M. Paassen	10 min	✓	<b>168-276</b>
vi. English Language Requirement Updates: Certified Dental Assisting (Distance & Onsite)	Info	T. Rowlatt	5 min	✓	<b>277</b>

Topic	Action	Speaker	Time	Attachment	Page
and Dental Reception Coordinator					
<b>b. Policy Committee</b>					
i. C.1.3 Granting of Credentials	Approval	S. Kay	10 min	✓	<b>278-284</b>
ii. D.3.10 Indigenous Education Enrolment	Approval	S. Kay	10 min	✓	<b>285-290</b>
iii. D.1.3 Copyright	Info	S. Kay	10 min	✓	<b>291-300</b>
<b>c. Appeals Oversight Committee</b>	Info	N. Mandryk	2 min		
<b>d. Education Quality Committee</b>	Info	T. Rowlatt	5 min		
<b>8. RESEARCH REPORT</b>	Info	D. Wells	5 min		
<b>9. CHAIR REPORT</b>	Info	N. Mandryk	5 min		
<b>10. STUDENT REPORT</b>	Info	M. Ng	5 min		
<b>11. NEXT MEETING &amp; ADJOURNMENT</b>	Info	N. Mandryk	1 min		

Next meeting: October 11, 2022,  
3:30-5:30 p.m.

**ATTENDANCE****Education Council Members**

Natasha Mandryk (Chair)  
 Shantel Ivits (Vice-Chair)  
 Ali Oliver  
 Andy Sellwood  
 Dave McMullen  
 David Wells  
 Janita Schappert  
 Jessica Yeung  
 Jo-Ellen Zakoor  
 John Demeulemeester  
 Louise Dannhauer  
 Marcus Ng  
 Sarah Kay  
 Todd Rowlatt

**Regrets**

Heidi Parisotto  
 Ishaan Saini  
 Lucy Griffith  
 Vivian Munroe

**Guests**

Adrian Lipsett  
 Clay Little  
 Dawn Cunningham Hall  
 Dennis Innes  
 Elle Ting  
 Jeremy White  
 Joy Dalla-Tina  
 Laurence Mollerup  
 Michael Yue  
 Nicole Degagne  
 Pam Khinda  
 Pervin Fahim  
 Shirley Lew  
 Sid Khullar

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT**

- S. Kay acknowledged the College's location on the traditional and unceded territories of the x̱m̱əθḵəy̱ əm (Musqueam), S̱ḵw̱x̱ wú7mesh (Squamish), and sə̱iḻw̱ ətaʔṯ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the June 7, 2022 agenda as presented.

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

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council approve the May 10, 2022 minutes as presented.

**Moved by A. Oliver, Seconded & CARRIED (Unanimously)**

**5. ENQUIRIES & CORRESPONDENCE**

- There were none.

### a) Contract Training Update

- M. Yue and P. Khinda provided an update on 2021-22 contracts. While the Partnership Development Office (PDO) does not implement all contracts, it manages the contract repository to ensure all information is captured and stored. 32 new contracts started in the last fiscal year, with a budgeted value of \$ 5.1 million. Highlights included a pan-Canadian project for Supportive Care Assistant (SCA) training and the provincial Health Care Access (HCA) Pathway project, both addressing labour shortages in the healthcare sector. International Education worked on a partnership including VCC to support Kenyan institutions in developing gender-sensitive skills training programs.
- It was clarified that the SCA program does not involve VCC instructors, as the content is at a lower level than programs taught at VCC. The training is self-paced and can be delivered without an instructor, although students at VCC receive some support by an instructor from the B.C. Care Providers Association. Several departments—Jewellery Art & Design and Culinary Arts—are involved in the project in Kenya. The WeBWork open-source homework platform was implemented in the Math department with a grant provided by BCcampus. There was a discussion about the PDO's process to determine whether to partner with an external organization or a VCC department; this depends on the nature of the project and includes considerations of expertise available at the College.

### b) Program Risk Review/Cost Analysis

- D. Wells presented on the program review/analysis in the context of the provincial funding model review. VCC will need to provide information to the province on its diverse program mix and student body, and related costs of delivery. The project also aligns with the College's Risk Registry and Strategic Innovation Plan (SIP) goals under the Academic Innovation pillar. Key data on all courses will be captured, including impacts and rationale for variances (particularly from the standard term structure), and remediation or mitigation strategies developed.
- Responding to questions about the timeline and involvement of departments, D. Wells explained that the plan is to finalize rubrics by the fall. Overall timelines have not yet been determined, but the goal is to gather data within the next 1–1.5 fiscal years and provide reports on the project every 3–6 months. Departments will be engaged in the process, which will include capturing data on benchmarks across the sector. There was a discussion about resources for specific student supports in areas such as International Education, Deaf and Hard of Hearing (DHH), and developmental programming.

### c) Academic Plan

**MOTION:** THAT Education Council recommends the Board approve the 2022-2025 Academic Plan.

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

- D. Wells presented the Academic Plan. Categories were reviewed last month, and some adjustments made to language; the plan was then populated with action items from different departments.
- There were questions about two areas that were mostly left blank – 4.4.1 (*“Establish criteria for incorporating new experiential learning opportunities into programming”*) and 2.3 (*“Build appropriate and mutually beneficial relationships with diverse and equity-seeking communities to honour and respect our obligations and responsibilities”*). D. Wells explained that 4.4.1 falls under the VP Academic & Research/AVP Academic Innovation; this area is being explored and was intentionally left blank, since criteria have not yet been developed. Similarly, discussions around Justice, Equity, Diversity, and Inclusion (JEDI) are in progress, and there were no specific departmental action items that fit into this category this year. S. Ivits, Co-Chair of the EDI Advisory Committee, recommended including the committee in the Academic Plan process next year.

## d) EdCo Planning Day Debrief

- N. Mandryk reflected on EdCo Planning Day held on June 6. C. Little and Elder Jean Wasegijig led a session around Indigenizing EdCo meeting practices. The discussion revolved around the role of Elders; land acknowledgements; talking circles; land as pedagogy (considering where to hold meetings); and cleansing and smudging. The emphasis was on learning to understand and respect ceremony and the role of Elders in mentoring and teaching.
- During the second session, members discussed Strategic Innovation Plan (SIP) goals and explored potential priorities for Education Council, both for its own internal processes and for its role at the College overall. Themes included academic quality, empowerment, inclusivity, and communication and engagement with the College and wider community. The next step will be to develop an EdCo planning document with goals and questions based on this conversation. The EdCo Executive will work on a document for further discussion in the fall.

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

#### i) Program Update: Marketing Technology

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Marketing Technology Diploma, including six new and six revised course outlines.

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

- J. White presented the proposal, which was developed in consultation with industry experts to better prepare graduates for the job market. Several new courses were created and learning outcomes and assessments in existing courses adjusted. T. Rowlatt added that Curriculum Committee requested only minor edits. The first Marketing Technology Diploma cohort just finished its first year and will start its second year in September.

#### ii) New Program: Certificate in Preparatory Music

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new Preparatory Music Certificate, including six new and four revised courses, and recommend the Board of Governors approve the credential.

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

- L. Mollerup presented the proposal for a new 8-month Certificate in Preparatory Music, which will be accessible to all students, including international, and provide a clear pathway into the Music Diploma program. The program includes music ensemble, which was previously not available to students in preparatory offerings; students can either join the VCC Concert Choir or VCC's Indigenous Vocal Ensemble directed by Russell Wallace. The department will continue to offer online preparatory courses in the summer, managed by Continuing Studies. T. Rowlatt added that Curriculum Committee requested only minor adjustments.

#### iii) Program Update & New Program: Building Manager Certificate & Short Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the significantly revised Building Manager Certificate program and the new Building Manager Short Certificate, including nine new courses, and recommend the Board of Governors approve the credentials.

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

- S. Khullar presented the redesign of this long-standing program, following the program renewal in 2020, which included extensive internal and external stakeholder input. Students can complete all nine courses to obtain the full certificate or exit with a short certificate after four courses. Courses can also be taken individually and provide professional development opportunities for those already working in

the field. The program can be offered hybrid or fully online, expanding its geographic reach. A new <sup>6</sup> course on sustainable buildings covers topic such as energy efficiency and green retrofitting, supporting climate change initiatives. T. Rowlatt added that Curriculum Committee discussed the use of percentage ranges in evaluation plans; ranges were adjusted to the 15% limit approved by Education Council.

#### iv) Minor Changes Update

- T. Rowlatt presented the biannual update on minor curriculum changes approved by Curriculum Committee from January to May. A significant number of courses, which were either superseded or not taught in years, were deactivated as part of clean-up efforts.

#### b) Policy Committee

##### i) Update to Committee Terms of Reference

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised Education Policy Committee Terms of Reference.

**Moved by S. Kay, Seconded & CARRIED (Unanimously)**

- S. Kay presented revisions to the Education Policy Committee Terms of Reference (ToR), aligning them with recent updates to policy A.3.2 Policy Development and Management. The committee now has the authority to send procedures and policies for College feedback and approve updates to procedures and definitions. The ToR document was also slightly reorganized.
- It was suggested to integrate relational and substantive fairness into the ToR, as a step towards decolonization. The ToR currently only reference procedural fairness, a colonial legal construct. There was support to bring this recommendation back after further discussion and consultations. At this time, the ToR were approved in the form presented.

##### ii) Policies Approved for College Feedback

- S. Kay reported that discussions are ongoing around definitions in policy D.4.5 Academic Integrity related to contract cheating/selling of academic work and impersonation.
- Policies D.3.10 Indigenous Education Enrolment and C.1.3 Granting of Credentials are undergoing full scheduled reviews. Both policies were discussed at Education Policy Committee and posted for College feedback from May 12–June 2. Revisions to D.3.10 focused on clarifying that two designated seats are held for Indigenous learners, and stipulating timelines; this does not prevent programs from offering more seats. One key revision to policy C.1.3 (after the draft went for feedback) was to make credit ranges for different credentials required, rather than recommended, with exceptions approved by Education Council. Both policies will return to the committee on June 8.
- To streamline the timing of policy reviews and approvals, Education Policy Committee will meet on the first Wednesday of the month (the week before EdCo) starting in September.

#### c) Appeals Oversight Committee

- No report.

#### d) Education Quality Committee

- No report.

### 8. RESEARCH REPORT

- E. Ting reported that the Research Ethics Board (REB) continues to receive about two review request per month. There is one more meeting before the summer break. It was suggested to have a presentation on the REB's structure and work at EdCo in September.
- Research policies are undergoing a scheduled review, in the context of changes to federal guidelines and training. The REB is also looking at the appropriate scope of projects for review.

- The new CORE-2022 (Course on Research Ethics) training course needs to be implemented; the REB<sup>7</sup> will consult on this at the upcoming REB West Conference (June 16–17).
- E. Ting congratulated KJ Hills for winning Nipissing University’s annual Three Minute Thesis (3MT®) presentation.

## **9. CHAIR REPORT & EDCO ANNUAL REPORT 2021**

- N. Mandryk met with J. Shin to discuss sharing the Strategic Innovation Plan (SIP) objectives with Education Council. Objectives have not been shared due to concerns about putting pressure on departments to complete objectives, and because objectives are dynamic and might change. The Senior Team is working with Marketing on a communications strategy. EdCo is hoping to receive a pilot report on current and completed objectives in the fall, with more information to follow early next year.
- Members were invited to let N. Mandryk know if they would like to provide the land acknowledgement at an upcoming EdCo meeting; the goal is to rotate the acknowledgement.
- P. Sachdeva’s EdCo membership as a student representative ended in April 2022. J. Yeung and I. Saini will remain members until August, but this was their last meeting. N. Mandryk thanked student members for their work.

### **a) EdCo Annual Report 2021**

- The annual summary report was included in the meeting package for information.

## **10. STUDENT REPORT**

- M. Ng reported on the recent BC Federation of Students’ Skills Development Symposium in Victoria.

## **11. NEXT MEETING AND ADJOURNMENT**

- The next Education Council meeting will be held on September 13, 2022, 3:30-5:30 p.m., via Zoom.
- The meeting was adjourned at 5:25 p.m.

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

# New Concept Paper Proposal

## Event Management Short Certificate

**Name of Program:**

Event Management Short Certificate

**School/Centre:**

Continuing Studies

**Credential Level:**

Short Certificate

**Anticipated Start Date:**

September 2023

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

**Contact(s)**

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	8671

**PART 1: CONCEPT****Purpose and Context**

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

The development of the Event Management Short Certificate followed the program renewal of the Leadership Suite of programs (which included a variety of leadership, business and management certificates, a recreation and sport management certificate, and a wedding and event management certificate).

The existing structure of the wedding and event management credential is a mix of courses related to event management and wedding planning where students are required to take courses from both areas to complete the program.

The Leadership Suite of programs renewal included extensive consultation with numerous high-profile industry representatives from the business, non-profit, event management, wedding planning, and sport/recreation areas. One outcome of the renewal was that the wedding and event management certificate program should be re-developed as a new program focused purely on the needs of the event management and wedding planning industries and be separated from the leadership and management program area.



Another key finding of the renewal was that a re-design of the wedding and event management program should maintain the niches that the program serve as well as the flexibility of programming.

Thus, based on input from subject matter experts in the field of event management and wedding planning it was decided that a single credential should be created that includes streams specific to different sectors of the event management industry. An event management short certificate was designed, with streams in wedding planning and event operations, with the possibility to expand into additional streams such as conferences and conventions. The proposed program includes four core courses, with additional elective courses included in each of the streams mentioned above.

The re-development of these programs followed a consultation process with program instructors and key industry representatives, with a subsequent re-design process involving:

- Darren Dreger, Director of Sales and Events, BC Event Management, VP of Education & Events for MPI BC Chapter 2019/2020
- Milena Santoro, Event Producer MS Productions, Educator, Consultant
- Recent graduates of the current program.

Proposed Program Purpose:

*The purpose of the Event Management Short Certificate is to prepare graduates with the knowledge, creative insight, and design experience that they need to successfully plan, organize, and execute a variety of events. Students will learn elements of planning events such as event design, food and beverage, proposals and budgets, and risk and people management. Graduates may find employment in roles such as event coordinator, event manager, venue manager or independent business entrepreneur. The program includes streams specific to the different sectors of the event management industry such as wedding planning, and event operations.*

The proposed Event Management Short Certificate core courses are:

- Proposals, Budgets, and Contracts for Events
- Elements of Event Design
- Food and Beverage
- Event Human Resources & Risk Management

The proposed Wedding Planning stream courses are:

- Wedding Planning Foundations
- Wedding Design & Decor
- Business of Weddings and Events

The proposed Event Operations stream courses are:

- Event Management Foundations

- Event Technology and Logistics
- Event Marketing and Communications

A program map is attached to this concept paper showing these courses.

Completion of the Event Management Short Certificate will prepare graduates for roles in a wide variety of industries. Positions include:

- Conference, convention, trade show, event, festival, meeting, exhibition, or social/special event:
  - Coordinator
  - Organizer
  - Services officer
  - Manager
- Meeting planner (in house, administrative and executive assistants)

Completion of the Wedding Planning stream will prepare graduates to plan a wedding or start their own wedding planning business, as well as to pursue a career in the wedding planning industry. Positions include:

- Wedding planner, coordinator, specialist, director, designer or wedding planning business owner.

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

This new program aligns with the Business and Leadership departmental plan to renew and re-develop programs and courses.

One of the key priorities in VCC's Strategic Innovation Plan is Building Programs of the Future, to achieve and maintain financially stable programming that is aligned with existing and forecast market demand. The proposed Event Management Short Certificate has a strong focus in a variety of skill areas, such as leadership development, problem-solving, critical thinking, talent management and relationship building.

The program also focuses on a number of hard skills such as human resource management, marketing, project management, budgeting, and business skills.

Event Management occupations are projected to see growth, in areas such as:

- Corporations small, mid and large
- Non-Profit varying size and budget
- Business Development Environments: i.e. Chambers of Commerce

- Retail small, medium and large brands
- Marketing and Social Marketing Firms i.e. activation programs
- Hospitality – hotels, venues, catering, restaurants,
- Tourism – Tourism Vancouver, Tourism Whistler and Victoria Tourism
- Sports Management – various sporting events
- Government - at all levels Provincial and Federal
- Live Events – Social and Life Cycle
- Festivals and Community Events
- Fundraising, Donor Engagement
- Entertainment, Music Festivals
- Incentive Programs
- Travel and Destination Management

This new program will continue to meet what was identified as the strongest appeal of the current leadership suite of programs: the flexibility of the offerings. Students can take courses in any order, and courses are available on evenings and weekends - there are no program or course pre-requisites.

Both the original suite of leadership programs and the proposed Event Management Short Certificate reflect VCC's values, namely engagement and alignment with industry, the offering of courses which are accessible, low-barrier to entry, learner-centered, relevant, and career-oriented.

The program appeals to a wide variety of people from many different backgrounds and experience levels, which fits with VCC's value of diversity, equity, inclusion and justice. In addition, the program's flexibility, and relevancy of the program speaks to VCC's commitment to excellence.

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

The proposed Event Management Short Certificate is a standalone program and does not have laddering or stack-ability into any existing VCC programs.

It does relate well to the Applied Leadership and Business Management certificate which will be launched in September 2022. Students who have completed or who are midway through the Event Management certificate would likely be interested in many of the courses offered in leadership, business, and management.

In addition, VCC employees may enrol in courses in Event Management for their own professional development and career growth.

## **Needs Assessment**

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

In offering an Event Management program with a wedding planning stream, this program would be the only credential in the area of wedding planning in BC offered by a recognized public institution. In

addition, other than a part-time sustainable event management certificate at BCIT, there are no extensive event management programs.

The planned Event Management Short Certificate will provide a more practical experience in event management specifically designed for learners who may already be in organizational roles or who wish to upgrade their skills in event management. The Wedding Planning stream will also provide more specific practical skills for those who wish to enter the wedding planning industry.

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

As defined by Employment and Social Development Canada: “Conference and event planners plan, organize and co-ordinate conferences, conventions, meetings, seminars, exhibitions, trade shows, festivals and other events. They are employed by tourism associations, trade and professional associations, convention and conference centres, governments and by conference and event planning companies.” <https://www.canada.ca/en/employment-social-development.html>

**Conference and Event Planners** - NOC 1226 (provided by EMSI [www.economicmodeling.com](http://www.economicmodeling.com)) data showed there were around 3,414 jobs for conference and event planners in BC in 2021. There are an average of 60 unique job postings per month in BC (compared to a national average of 35 job postings per month – job posting activity is high in BC). A job growth of 9.1% is expected in BC between 2021 and 2024. The expected number of jobs for conference and event planners in BC in 2024 is projected to be 3,723. It is noted in the EMSI report that BC is hotspot for this type of job (the national average is 2,876 employees, compared to 3,414 in BC).

According to the Economic Research Institute, the average salary for Event Planners in Canada is \$70,380. The estimated salary potential in 2027 will be \$81,986 which represents a 16% increase over 5 years. <https://www.erieri.com/salary/job/event-planner/canada>

There is no disputing Covid-19 impacted the overall event industry. In consultation with various event venues in Vancouver, it has been strongly noted that there is a pent-up demand for events leading to a flood gate situation in terms of event bookings, and an overwhelming need for staff. Bookings have now surpassed pre-Covid numbers, and there is currently a shortage of qualified staff.

The pandemic has added a new required skill – developing and executing online events through digital mediums which will be addressed in the proposed Event Operations Stream.

In-person events will continue to happen, however, online and hybrid events have become normalized. Organizations, organizers and planners, must be ready to take their event into the digital sphere while offering outstanding value to all stakeholders. This revised program will reflect this new reality, and provide the appropriate training and content.

Three support letters from prominent event organizations, that relate to the above points, are attached to this concept paper (Vancouver Convention Center, ILEA Vancouver, and MPI BC Chapter).

Meetings Mean Business Canada (MMBC) and Tourism Industry Association of Canada (TIAC) reported in 2018 that business events contribute over \$33.1 billion to the Canadian economy, generate an estimated 229,000 direct jobs and constitute \$19.3 billion of direct GDP.

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

The current wedding and event management program is attractive to students due to its accessibility, flexibility of scheduling, part-time nature, cost, and 'hands-on' approach to content.

From the consultations with industry representatives a strong interest was expressed in terms of a need for event management training for individuals working in tourism and for the running of conventions, festivals, conferences, exhibitions, meetings, and association events.

Local venues are currently struggling to recruit staff for events planned in 2022 and beyond. MPI's Meeting Outlook 2022 notes: "The hiring landscape during the so-called and ongoing "great resignation" continues to deepen within the global meeting and event industry as 60% of respondents (MPI members) cite difficulty finding suitable staff—that's up from 37% in Q3 2021 and 29% in Q2 2021."

### Competitive Analysis

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

A Competitive Scan, including a comparison of credits and tuition for the proposed Event Management Short Certificate and related programs at TRU, VIU, and BCIT is shown in the attached Business Case.

VCC's programming fills a niche in being accessible, flexible, and suited to people from a wide variety of backgrounds and who work in different fields and may have different experience levels.

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

No.

### Student Profile

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

The target students for this programming depends on whether the student is interested in the event management or wedding planning industries. In general, students would have a wide range of educational backgrounds and are expected to be mostly female.

Students interested in event management specifically, may be currently employed in administrative or executive assistant roles, or are people who have a strong interest in planning and organizing events. There may also be prospective students that are looking to change careers.

Wedding planning stream students are expected to be a much younger demographic not currently working in the industry. The majority of students will have a lower incoming educational background. Many will be looking to start their own wedding planning business. In addition, some students may be older, and looking to start a new career in wedding planning.

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

Student recruitment strategies will include hosting info sessions, marketing through the VCC website, and industry contacts.

As part of the re-design affiliation agreements will be pursued with industry specific associations for example Meeting Professionals International (MPI), and the International Live Event Association (ILEA). We are exploring including a student membership to ILEA and/or MPI for students enrolling in the Event Management program. These associations will help keep the program current and responsive to training demands, as well as making the program more appealing to potential students.

The program's other attractive feature is that it lends itself to meeting the needs of the modern learner in being flexible, affordable, and specialized. Designing one Short Certificate with streams gives students the ability to focus on their specific area of interest, while leaving options open to expand their education if desired.

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

This programming is designed to be accessible, low barrier, and is open to people from a wide range of educational backgrounds and experience levels.

The existing program has typically seen low representation of Indigenous students. The event management area in CS would liaise with IECE to foster more Indigenous enrolment.

### Quality

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

This Short Certificate would be a steppingstone for students to be able to acquire MPI or ILEA certifications.

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

Through the process of the renewal and new program design, key industry professionals have been secured as potential PAC members.

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

Continuing Studies currently employs three instructors with extensive industry experience in this program area. Additional qualified instructors will be hired as necessary in preparation for the new programming launch.

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

Although this program does not include a capstone, the instructors will bring a wealth of knowledge and experience from working in the relevant industries. The department is pursuing work-related opportunities for students in the event industry.

## Admission, Delivery, and Design

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

These are part-time programs, so the expected length of the program will vary between one and three years. Students will be required to complete four core courses and three additional credits of elective courses chosen from the two streams to obtain the event management short certificate. Students who complete all courses in a given stream will be able to acquire an Award of Achievement in that stream.

The program will exist in a continuing intake model, where students can start taking courses in any of the three terms (Sept-Dec, Jan-April, May-June). Roughly three to four courses will be offered each term. The minimum number of students per course will be determined as per the costing model.

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

Due to the very open nature of this new programming, no pathways are required for entrance. This programming is designed to ladder students into further career advancement and jobs.

Students who complete the wedding planning stream may also wish to complete the event operations stream by taking the required additional courses, and vice versa. See attached program map.

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

This part-time program is designed to suit the schedules of working professionals. Courses will be held on a part-time basis during evenings and weekends. Due to the ongoing Covid pandemic, courses will be designed to be delivered online. In the future, courses may transition back to face-to-face delivery, or may be blended, or may continue to be offered fully online.

Remote delivery has widened the geographical area from which students may enrol in the current event and wedding management programming. It has also allowed current students to continue progressing toward their credentials. These benefits will likely continue with the new proposed program.

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

This new programming is incredibly flexible. It has multiple entry and exit points. For example, courses may be taken for their stand-alone value (e.g. executive assistants may take courses in event planning to expand their skill set). As discussed, students may complete courses in the wedding planning stream or the event operations stream, to acquire knowledge and skills in these sectors. See attached program map.

## Operational Needs

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

No large costs are anticipated for the delivery of this program.

The Event Management program will be requesting curriculum development funds for the period 2022/23.

**Human Resources:**



This program will be taught by current Continuing Studies instructors. Should any additional instructors be required, Continuing Studies will initiate the hiring process on an as-needed basis according to existing procedures. Additional funds may be needed for further course revisions.

#### **Library:**

This program does not require additional library resources at this time.

#### **Marketing:**

This program is intended for launch in September 2023. Continuing Studies is conducting initial discussions on the program marketing strategy, which is expected to include a combination of information sessions, and digital and social media.

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

The Event Management program has been given curriculum development funds for the period 2022/23.

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

Some curriculum development has already been completed. Without additional funds there would be an impact on blueprinting and finalizing the curriculum.

#### **Phase In/Phase Out Plan**

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

Students in the existing wedding and event management certificate program would be notified of the program being phased out. The phase out of the existing program is anticipated to start in May 2023.

### **PART 2: INITIAL BUSINESS CASE**

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

**What is the source of funding for this program?**

See attached Business Case.

### PART 3: ADDITIONAL INFORMATION

**Provide any additional information if necessary.**

See attached Program Map.

Three support letters are also attached.

Program Map Event Management May 17 2022.pdf

Vancouver Convention Center Support Letter.pdf

MPI BC Support Letter.pdf

ILEA Vancouver Support Letter.pdf

## Required Core Courses

# Program Map

## Event Management Short Certificate

(7 credits – 105 hours)

### Electives Courses & Streams

Food and Beverage

15 hr  
1.0 CR

Elements of Event Design

15 hr  
1.0 CR

Proposals, Budgets & Contracts for Events

15 hr  
1.0 CR

Event Human Resource & Risk Management

15 hr  
1.0 CR

Wedding Planning Foundations

15 hrs  
1.0 CR

Wedding Design & Décor

15 hr  
1.0 CR

Business of Wedding & Events

15 hr  
1.0 CR

Event Management Foundations

15 hrs  
1.0 CR

Event Technology & Logistics

15 hr  
1.0 CR

Event Marketing & Communications

15 hr  
1.0 CR

### Stream

**Award of Achievement  
in Wedding Planning**

### Stream

**Award of Achievement  
in Event Operations**



## Event Management Business Case

### Summary

The recently refreshed Event Management Short Certificate will be offered in a flexible format, similar to current programming, which is structured based on a-la-carte registration so students can take courses part time to meet a variety of professional training needs. The program will consist of 7 credits with 2-3 completion streams along topical themes. The Event Management program at VCC was previously offered as a Certificate program, but due to changes in the credit threshold in policy since program inception, it will become a Short Certificate following renewal.

Intakes will be ongoing in Winter, Spring, and Fall terms. Registration in each course will vary, as students will complete the certificate at different paces according to their needs. Courses will run subject to sufficient enrolment, and will generate varying amount of net contribution accordingly.

There are no significant facilities, operating, or labour cost increases expected related to this redesign. The program will be administered within the existing FTE allocation for this program.

It is expected that this programming will generate a consistent revenue stream, similar to current programming, in the initial phases of implementation, and additional growth will be expected in subsequent years.

### Competitive Scan

Institution	Credential	Credits	Tuition
TRU	Event Management Certificate	18	\$2,231
VIU	Event Management Certificate	18	\$2,879
VCC	Event Management Short Certificate	7	\$2,930
BCIT	Marketing Management – Event Marketing Associate Certificate	24	\$4,500

### Initial Costing

Scenario	Tuition
Market Acceptable Tuition	\$3,000
Breakeven Tuition	\$2,637
5% Net Contribution	\$2,775
10% Net Contribution	\$2,930*
15% Net Contribution	\$3,102

\*Recommended tuition

## Multi-Year Projection

Vancouver Community College						
School of Continuing Studies						
Event Management Short Certificate						
Scenario	Recommended Tuition \$2,930	Year 1 \$2,930	Year 2 \$2,988	Year 3 \$3,048	Year 4 \$3,109	
Tuition per student						
Maximum number of students	20	20	20	20	20	
Expected number of students	13	13	14	15	16	
Revenue breakeven number of students	12	12	12	12	12	
Credits	7.0	7.0	7.0	7.0	7.0	
Instructors paid hours (IPH)	105	105	105	105	105	
Direct Instructor rate per hour (excl. benefits)	60	60	60	60	60	
Instructors' cost as % of Revenue	18 %	18 %	17 %	16 %	15 %	
Department non-labour cost as % of Revenue	2 %	2 %	2 %	2 %	2 %	
Instructors' cost as % of total cost	20 %	20 %	20 %	20 %	20 %	
Department non-labour cost as % of total cost	2 %	2 %	2 %	2 %	2 %	
Program Gross margin	\$ 13,247	\$ 13,247	\$ 16,500	\$ 19,878	\$ 23,384	
Program Gross margin as % of Revenue	35 %	35 %	39 %	43 %	47 %	
Net contribution to VCC overhead / (Deficit)	\$ 3,808	\$ 3,808	\$ 6,873	\$ 10,058	\$ 13,368	
Net contribution to VCC overhead / (Deficit) % from Revenue	10 %	10 %	16 %	22 %	27 %	
Cost per student	\$ 2,637	\$ 2,637	\$ 2,497	\$ 2,377	\$ 2,273	
<b>Revenue</b>						
Tuition fees	\$ 38,084	\$ 38,084	\$ 41,834	\$ 45,718	\$ 49,741	
<b>Total Revenue</b>	<b>\$ 38,084</b>	<b>\$ 38,084</b>	<b>\$ 41,834</b>	<b>\$ 45,718</b>	<b>\$ 49,741</b>	
<b>Direct Program Expenditures</b>						
<b>Labour</b>						
Instructors (incl. benefits)	\$ 6,930	\$ 6,930	\$ 7,069	\$ 7,210	\$ 7,354	
Program Coordinator (incl. benefits)	\$ 10,217	\$ 10,217	\$ 10,421	\$ 10,630	\$ 10,842	
Program Assistant (incl. benefits)	\$ 6,941	\$ 6,941	\$ 7,079	\$ 7,221	\$ 7,365	
<b>Total Labour Costs</b>	<b>\$ 24,087</b>	<b>\$ 24,087</b>	<b>\$ 24,569</b>	<b>\$ 25,060</b>	<b>\$ 25,562</b>	
<b>Non-Labour</b>						
Department supplies and general expenses	\$ 750	\$ 750	\$ 765	\$ 780	\$ 796	
<b>Total Non-Labour Costs</b>	<b>\$ 750</b>	<b>\$ 750</b>	<b>\$ 765</b>	<b>\$ 780</b>	<b>\$ 796</b>	
<b>Total Direct Program Expenditures</b>	<b>\$ 24,837</b>	<b>\$ 24,837</b>	<b>\$ 25,334</b>	<b>\$ 25,841</b>	<b>\$ 26,358</b>	
<b>Indirect Program Expenditures</b>						
Indirect Support	\$ 9,438	\$ 9,438	\$ 9,627	\$ 9,819	\$ 10,016	
<b>Total Indirect Expenditures</b>	<b>\$ 9,438</b>	<b>\$ 9,438</b>	<b>\$ 9,627</b>	<b>\$ 9,819</b>	<b>\$ 10,016</b>	
<b>Total Direct and Indirect Cost</b>	<b>\$ 34,276</b>	<b>\$ 34,276</b>	<b>\$ 34,961</b>	<b>\$ 35,660</b>	<b>\$ 36,373</b>	
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 3,808</b>	<b>\$ 3,808</b>	<b>\$ 6,873</b>	<b>\$ 10,058</b>	<b>\$ 13,368</b>	
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>10 %</b>	<b>10 %</b>	<b>16 %</b>	<b>22 %</b>	<b>27 %</b>	
<b>Gross Margin Income Statement</b>						
Revenue from tuition	\$ 38,084	\$ 38,084	\$ 41,834	\$ 45,718	\$ 49,741	
CS direct expenditures	\$ 24,837	\$ 24,837	\$ 25,334	\$ 25,841	\$ 26,358	
<b>Gross margin</b>	<b>\$ 13,247</b>	<b>\$ 13,247</b>	<b>\$ 16,500</b>	<b>\$ 19,878</b>	<b>\$ 23,384</b>	
Indirect Support	\$ 9,438	\$ 9,438	\$ 9,627	\$ 9,819	\$ 10,016	
<b>Total CS expenditures</b>	<b>\$ 34,276</b>	<b>\$ 34,276</b>	<b>\$ 34,961</b>	<b>\$ 35,660</b>	<b>\$ 36,373</b>	
<b>Net Surplus / (Deficit)</b>	<b>\$ 3,808</b>	<b>\$ 3,808</b>	<b>\$ 6,873</b>	<b>\$ 10,058</b>	<b>\$ 13,368</b>	



## 2023 Meeting Schedule for Education Council and Standing Committees

**DRAFT**

### **Education Council**

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

January 10  
February 14  
March 7  
April 11  
May 9  
June 13

July – No meeting  
August – No meeting  
September 12  
October 10  
November 14  
December 12

### **Policy Committee**

Generally meets on the first Wednesday of each month, 2:30–4:30 p.m.

January 11  
February 1  
March 1  
April 5  
May 3  
June 7

July – No meeting  
August 2  
September 6  
October 4  
November 1  
December 6

### **Curriculum Committee**

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

January 17  
February 21  
March 21  
April 18  
May 16  
June 20

July – No meeting  
August 15  
September 19  
October 17  
November 21  
December 19

### **Education Quality Committee**

Generally meets on the fourth Wednesday of each month, 2:00–4:00 p.m.

January 25  
February 22  
March 22  
April 26  
May 24  
June 21

July – No meeting  
August – No meeting  
September 20  
October 25  
November 29  
December – No meeting



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** Updates to Occupational/Physical Therapist Assistant (OPTA) Diploma admission requirements

### BACKGROUND:

The OPTA department is proposing a change to their admission requirements. Currently, the program requires the completion of both English 12 with a minimum 'B' grade and proof of English language proficiency. The department is proposing to change the requirement to *either* English 12 *or* proof of English language proficiency. This change was suggested by the International Education department to simplify admissions pathways for international students.

Minor edits were also made to improve clarity around the medical terminology admission requirement and to make sure links and vaccinations were up to date.

### DISCUSSION:

Carmen Kimoto, Department Head of OPTA, presented the proposal. The Committee discussed whether there were any potential issues with student success if students did not have to complete an academic English 12 course, as the OPTA program is academically demanding. Ms. Kimoto responded that students are required to have completed Human Biology 12 within the last five years, and the department believes that this requirement will ensure students are prepared academically for the program.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Occupational & Physical Therapist Assistant Diploma.

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

**DATE:** June 15, 2022

# Program Change Request

Date Submitted: 04/19/22 11:09 am

Viewing: **Occupational/Physical Therapist**

## Assistant Diploma

Last approved: 04/14/22 9:54 am

Last edit: 06/15/22 9:39 am

Changes proposed by: ckimoto

Catalog Pages Using  
this Program

[Occupational/Physical Therapist Assistant Diploma](#)

Program Name:

Occupational/Physical Therapist Assistant Diploma

Credential Level: Diploma

Effective Date: September **2023** ~~2022~~

Effective Catalog  
Edition: 2021-2022

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

### In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**

### Approval Path

1. 04/19/22 11:11 am  
Carmen Kimoto  
(ckimoto):  
Approved for 5076  
Leader
2. 05/19/22 4:31 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 06/15/22 9:46 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

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



25  
(ndegagne)

5. Jan 17, 2020 by  
Darija Rabadzija  
(drabadzija)

6. Mar 4, 2021 by  
Darija Rabadzija  
(drabadzija)

7. Dec 9, 2021 by  
Nicole Degagne  
(ndegagne)

8. Apr 14, 2022 by  
Todd Rowlatt  
(trowlatt)

Name	E-mail	Phone/Ext.
Carmen Kimoto <del>Sue Aro</del>	ckimoto@vcc.ca <del>saro@vcc.ca</del>	5057 <del>5072</del>

## Program Content Guide

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### Purpose

The Occupational/Physical Therapist Assistant (Rehab Assistant) Program is designed to prepare students to work as Occupational Therapist Assistants (OTAs) and Physical Therapist Assistants (PTAs). Under the direction and supervision of an Occupational Therapist and/or Physical Therapist, graduates will provide client-centered care that promotes and maintains the physical, emotional, cognitive, mental and social well-being of clients. Upon completion of the program, graduates will have the skills, knowledge and attitudes to work in hospitals, rehabilitation centres, continuing care facilities, the community and private practice.

Grade 12 graduation or equivalent

English 12 with a **minimum 'B' grade B** or equivalent **or English Language Proficiency for Occupational/Physical Therapist Assistant. Acceptable tests and score requirements are posted on the [English language requirements page](#).**

~~Proof of English language proficiency~~ **Human** Biology 12 with a **minimum 'C+' grade, C+** or **equivalent, higher,** completed within the last 5 years

**OACP 1108** ~~Completion of a~~ Medical Terminology **1 course** with a **minimum 70% grade** or **equivalent higher** 50 hours of paid or volunteer experience working with people with cognitive, emotional, mental or physical disabilities as verified by a supervisor, employer or educational **institute; [OPTA Work Experience Verification form](#)**. ~~institute (link to form)~~

Attend a Program Information Session

**Upon acceptance to the program:**

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

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

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

~~A completed immunization history (forms and more detail obtained per Registrar's Office)~~ **A completed [Immunization Record](#). (click here for the form)** - Immunizations for the following are strongly recommended, and may be required for practicum placements:

Diphtheria/Pertussis/Tetanus (DPT)

Polio

Measles, Mumps, and Rubella (MMR)

**Varicella (chicken pox)**

Hepatitis B

Influenza (Flu vaccine) - required annually

**COVID-19**

Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

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

Students must complete the diploma within three years of starting the program.

## Program Learning Outcomes

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

Practise as an Occupational Therapist Assistant or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.

Utilize evidence-informed rehabilitation knowledge to implement assigned Occupational Therapy or Physical Therapy interventions.

Collaborate as a member of an interdisciplinary team within an evolving health care system.

Contribute to the development and maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.

Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.

Communicate effectively, through verbal, nonverbal, written and electronic means, with clients, their families, caregivers and other interdisciplinary team members.

Collect client information and complete client records.

Develop and implement strategies to maintain and improve professional competence within the role of the Occupational Therapist Assistant and Physical Therapist Assistant.

Promote, support and encourage health and wellness for self and others.

## Instructional Strategies, Design, and Delivery Mode

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

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

Classes are usually scheduled Monday through Friday from 8 am to 3 pm. Hours may vary depending on the availability of resources and clinical sites.

Theoretical knowledge is evaluated through quizzes, exams, assignments, group projects and presentations. The evaluation of clinical skills is based on practical skills assessments.

Each semester must be successfully completed before the next one can be started.

The passing grade for all courses is 68%. Courses that include clinical skills require a passing grade of 68% for both the theoretical and clinical components of the course.

Eligibility for the practicum courses is dependent upon the successful completion of all of the other courses within that term. A Satisfactory grade is required for all practicum courses.

Recommended Characteristics of Students

Ability to work with people who have physical, emotional, mental health and/or cognitive challenges

Willingness to provide physical and emotional support to clients

Good health and physical stamina, including the ability to lift 15 kg and stand for a full working day.

Patience, empathy and a genuine interest in promoting the independence and well-being of others

Good observational and organizational skills

Ability to follow instructions and work as part of a team

Ability to adapt and respond appropriately to changing situations

Listen, comprehend and clearly communicate in a complex, health care environment

Mature, trustworthy, reliable and dependable

Basic computer skills – email, word processing, internet searching

Courses

Plan of Study Grid

First Year

Term One	Credits
<a href="#"><u>OPTA 1131</u></a> Anatomy and Physiology for OTAs and PTAs	6
<a href="#"><u>OPTA 1132</u></a> Health Care and Rehabilitation	3
<a href="#"><u>OPTA 1133</u></a> Introduction to Rehabilitation Skills	5
<a href="#"><u>OPTA 1134</u></a> Health Promotion and Recreation	3
<a href="#"><u>OPTA 1135</u></a> Communications 1	3
<a href="#"><u>OPTA 1136</u></a> Introduction to Professional Practice	1.5
Credits	21.5

Term Two

<a href="#"><u>OPTA 1231</u></a> Conditions 1	2
<a href="#"><u>OPTA 1232</u></a> Physical Therapist Assistant 1	4
<a href="#"><u>OPTA 1233</u></a> Occupational Therapist Assistant 1	4
<a href="#"><u>OPTA 1234</u></a> Lifespan Development	3
<a href="#"><u>OPTA 1235</u></a> Communications 2	2

<u>OPTA 1236</u> Professional Practice 1	1.5
Credits	16.5
Term Three	
<u>OPTA 1331</u> Conditions 2	3
<u>OPTA 1332</u> Physical Therapist Assistant 2	2.5
<u>OPTA 1333</u> Occupational Therapist Assistant 2	2.5
<u>OPTA 1334</u> Professional Practice 2	1.5
<u>OPTA 1335</u> Practicum 1	7
Credits	16.5
Second Year	
Term Four	
<u>OPTA 2431</u> Conditions 3	2
<u>OPTA 2432</u> Physical Therapist Assistant 3	4
<u>OPTA 2433</u> Occupational Therapist Assistant 3	4
<u>OPTA 2434</u> Professional Practice 3	2
<u>OPTA 2435</u> Practicum 2	8
Credits	20
Term Five	
<u>OPTA 2531</u> Conditions 4	2
<u>OPTA 2532</u> Inter-Professional Practice	5
<u>OPTA 2533</u> Professional Practice 4	4.5
<u>OPTA 2534</u> Practicum 3	8
Credits	19.5
Total Credits	94

### Transcript of Achievement

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

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

## Grading Standard

Grade	PercentageDescription	Grade Point Equivalency
A+	90-100	4.33
A	85-89	4.00
A-	80-84	3.67
B+	76-79	3.33
B	72-75	3.00
B-	68-71	2.67

-	---		30
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course Standings</b>			
R		Audit. No 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.

Admission requirement change requested to meet the broader needs of international students

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments

Consultated Area	Consultation Comments
International Education	

## Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:

Marketing Description

Learn to assist in the delivery of rehabilitation plans that promote independence and function for patients recovering from illness or injury.

What you will learn



## DECISION NOTE

<b>PREPARED FOR:</b>	Education Council
<b>DATE:</b>	September 13, 2022
<b>ISSUE:</b>	Revisions to Bachelor of Science in Nursing First Year and Advanced Entry programs

### BACKGROUND:

The Bachelor of Science in Nursing department is proposing revisions to their two programs: BSc-Nursing First Year Entry and Advanced Entry. The major changes are:

- Shifting some hours between courses in Terms 1 and 7. For Term 1, the department believes students need additional time in the Pharmacotherapeutics 1 course and shifted 0.5 credits from the Health Determinants course; this necessitated new course names/numbers for both. For Term 7, the department is combining the ethics and law courses into one course and shifting one credit to the new Population and Public Health Clinical course in order to spend more time on immunizations.
- A number of clarifications to the admissions requirements including English and Math requirements, immunizations and application requirements.
- Adding a statement regarding courses that have a higher passing grade of B (minimum 72 percent) than the typical 60 percent. In addition, all courses were moved to a letter grade system.

### DISCUSSION:

Dee Duncan from the Bsc-Nursing department spoke to the changes. The Registrar's Office had identified a number of smaller changes and worked with Ms. Duncan before the meeting to finalize those changes; these included settling on the effective dates for all the courses. The Committee also agreed to remove language in the Evaluation of Students section stating that students who were unsuccessful in Terms 1 or 2 were automatically waitlisted for re-entry into the program. Since the program has shifted over to a selection admissions process, they no longer maintain a waitlist, and students would need to re-apply.

The Registrar's Office also identified some issues with co-requisites. The RO will work with the department over the next month to clarify the pre- and co-requisites in the programs and bring those changes to Curriculum Committee later in the fall.



**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revised program content guides for the Bachelor of Science in Nursing (First Year Entry) and the Bachelor of Science in Nursing (Advanced Entry), four new courses (NURS 1150, NURS 1153, NURS 4064 and NURS 4165) and six revised courses.

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

**DATE:** August 17, 2022

# Program Change Request

Date Submitted: 07/25/22 10:12 am

Viewing: **Bachelor of Science in Nursing (First Year Entry)**

Last approved: 06/15/22 9:33 am

Last edit: 08/18/22 4:22 pm

Changes proposed by: sdesbiens

Catalog Pages Using  
this Program

[Bachelor of Science Nursing \(First Year Entry\)](#)

Program Name:

Bachelor of Science in Nursing (First Year Entry)

Credential Level: Degree

Effective Date: September 2023

Effective Catalog  
Edition: 2021-2022

School/Centre: Health Sciences

Department Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

## Approval Path

1. 07/12/22 1:05 pm  
Sarah Desbiens (sdesbiens):  
Approved for 5031 Leader
2. 07/20/22 9:43 am  
Darija Rabadzija (drabadzija):  
Rollback to 5031 Leader for SHS Dean
3. 07/20/22 11:55 am  
Sarah Desbiens (sdesbiens):  
Rollback to Initiator
4. 07/25/22 10:13 am  
Sarah Desbiens (sdesbiens):  
Approved for 5031 Leader
5. 08/02/22 6:21 am  
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 08/17/22 11:47 am  
Todd Rowlatt (trowlatt): Approved

## History

1. Dec 18, 2017 by  
clmig-jwehrheim
2. Jan 11, 2018 by  
Todd Rowlatt  
(trowlatt)
3. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
4. Jun 12, 2020 by  
rklann
5. Jul 14, 2020 by Todd  
Rowlatt (trowlatt)
6. Nov 16, 2020 by  
Deirdre Duncan  
(dduncan)
7. Oct 13, 2021 by  
Sarah Desbiens  
(sdesbiens)
8. Dec 9, 2021 by  
Nicole Degagne  
(ndegagne)
9. Jun 15, 2022 by  
Sarah Desbiens  
(sdesbiens)

Name	E-mail	Phone/Ext.
Sarah Desbiens	sdesbiens@vcc.ca	778 871 5131

## Program Content Guide

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## Purpose

This full time program prepares graduates to become registered nurses providing nursing care autonomously and in collaboration with other health care professionals with people of all ages in a variety of settings - hospitals, communities, homes, clinics and residential facilities. The graduate will apply critical **thinking** ~~thinking~~, skills and **evidence-informed** ~~evidenced-informed~~ practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration through the British Columbia College of Nurses and Midwives is required before employment as a RN in BC.

## Admission Requirements

Admission to the Bachelor of Science in Nursing is through a competitive selection process. Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a **aCASPer** ~~test result. result:~~

### Application advice:

The BScN is an annual selection based program. **You** ~~If applying for the September intake, you~~ must meet all your education requirements by the date posted on the website.

**If you** ~~Applicants that~~ do not meet the educational requirements **on time, your** ~~cannot be assessed for selection and their~~ application will be cancelled.

**If you meet** ~~Those applicants meeting the requirements but do and not receive an offer of admission, you must gaining entrance will need to~~ **reapply and resubmit academic information if you want to apply for another intake. already provided. Applicants are not waitlisted for the following intake. intake-**

~~The program will maintain a short waitlist for the same year pending withdrawals. Under specific circumstances, an An invited~~ applicant **who receives an offer of admission** may **request** ~~receive~~ a one year **deferral. deferral if requested. Please review the [defer request form](#) for details.**

### ADMISSIONS REQUIREMENTS:

~~Those applicants meeting the requirements and not gaining entrance will need to reapply and resubmit academic information already provided. Applicants are not waitlisted for the following intake. 18 credits in in~~ first-year level university courses:

6 credits in English:

**ENGL** ~~ENGL~~ 1100 and ENGL 1200 with a minimum 'C+' grade or equivalent, *or*

ENGL 1101 and ENGL 1102 with a minimum 'C+' grade, for students whose first language is not English and who have entered the program with an IELTS **Academic** or CELBAN English proficiency assessment

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum 'C+' grade or equivalent \*taken within 5 years of the application date.

6 credits of courses with a minimum 'C+' grade in Humanities or Social Sciences.

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

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional

Language courses is not included in this three-year calculation, ~~or or~~ IELTS **Academic with** (~~International English Language Testing System~~)~~with~~ an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.5, Reading 6.5, Writing **7.0**, ~~7.0, or~~ CELBAN (Canadian English Language Benchmarks Assessment for Nurses)\* with minimum scores of: Speaking 8.0, Listening 10.0, Reading 8.0, Writing 7.0 (**NOTE: \*** CELBAN is only suitable for those who have studied nursing in a country other than **Canada.**) ~~Canada~~

**Knowledge of mathematics demonstrated demonstrated** by the following:

**VCC VCC** Health Sciences Math Assessment with a minimum 80% ~~overall~~**and** a minimum of 7 out of 9 in the applications section. **If unsuccessful, if unsuccessful,** it is recommended **to complete to complete** the MATH 1054 Math for Health Sciences course with **a grade a minimum grade** of Satisfactory prior to re-attempting the Math Assessment.

Submission of a **CASPer score**. CASPer Test scores are only valid for one admission cycle.

#### **UPON ACCEPTANCE TO THE PROGRAM:**

##### **Criminal Record Check**

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

**Please Note:** The regulatory body, the British Columbia College of Nurses and **Midwives, Midwives** asks each applicant about criminal offenses. If you have ever been convicted of a criminal offense (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.

##### **Current CPR Level C**

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.

CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.

##### **TB Screening\***

**TB Screening\* Students** ~~Within six months of the start of the program, students~~ must submit a negative TB skin **test taken within 6 weeks of acceptance to the program.** ~~test.~~ If the TB skin test is positive, a negative TB chest x-ray is required.

##### **Immunizations\***

**An Immunization Record must be completed.**

**Immunizations\*** Immunizations in the following ~~are~~ **are strongly recommended and and** in some ~~case~~ **case may be required** ~~required~~ for practicum placements:

**Diphtheria/Tetanus/Pertussis**

**Polio**

~~Diphtheria/Tetanus/Pertussis~~**Polio** Measles, Mumps & **Rubella Rubella**

Varicella (Chickenpox)

Hepatitis B B

Influenza

COVID-19

**\*NOTE: \* Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening.**

**InfluenzaCovid-19N95 Respiratory Mask**

An N95 respirator mask that is individually fitted by a trained provider, following CSA **guidelines**.

**guidelines**.The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.

The original certificate must be presented to the department on the first day of class.

**\*Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening.****NOTES:**

Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service

(ICES) <https://www.bcit.ca/ices/> in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The BScN degree program is 8 terms and should be completed in three (3) years. There is a possibility of extending the period of time for completion up to five (5) years due to extenuating circumstances with appropriate consultation with Department Head or Dean.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Maintain professional responsibility and accountability of nursing practice and professional conduct.
PLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
PLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
PLO #4	Uphold and promote the ethical standards of the nursing profession.

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

<b>PLO #5</b>	<b>Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.</b>
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#### Additional PLO Information

~~On completion of the Program, graduates will have the knowledge and skills to: Maintain professional responsibility and accountability of nursing practice and professional conduct. Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities. Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients. Uphold and promote the ethical standards of the nursing profession. Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~

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

This program is offered on a full time basis and is divided into eight terms each with a different clinical focus such as maternity, pediatrics, mental health, gerontology, community health and acute medical/surgical. Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 2, 3 and 6 designed to enhance the learning in previous terms. In Term 8, a final preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with emphasis on patient safety and patient-centred care.

Each term must be successfully completed before the next one can be started. The VCC BScN Framework for Healing and Health Promotion integrates several theories studied in this program. This framework looks at the relationships between the **person**, ~~(person,~~ family, community and **population, population**); environment, and nurse.

A major emphasis of this program is active student participation. Throughout the program, instructors encourage students to become increasingly self-directed and responsible for their learning. Students are expected to come to class prepared for active participation in classroom, nursing lab and clinical activities. Course guides provide direction of learning for each class and/or lab. These guides may be presented online using the VCC learning platform Moodle. The instructor acts as facilitator to promote a positive learning environment through activities such as small group seminars, group activities, case studies, and formative and summative lab activities designed to simulate clinical reality. Some courses may be offered in a blended delivery model.

Student progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through oral presentations, multiple choice exams, case studies, lab simulation and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. Students are expected to attend all classes, labs and clinical.

**Students** ~~All students~~ must receive a passing grade of **C (minimum 60% (GPA 2.0) in each of 60%, GPA 2.0) in each of the the** BScN Program nursing and non-nursing courses (Math 1111, elective) **unless stated otherwise. with the exception of the following courses:** **For example, NURS 3160 and 1160 Pharmacotherapeutics 1; NURS 3262, 1162 Introduction to Pathophysiology; NURS 2266, 1260 Pharmacotherapeutics 2; NURS 2265, 1262 Pathophysiology Chronic Illness; NURS 3164 require a passing grade of B (minimum of 72%). 2160 Pharmacotherapeutics 3, NURS 2162 Pathophysiology Acute Illness, NURS 2265 Child Health and Pharmacology NURS 2266 Maternal Health and Pharmacology, NURS 3160 Mental Health Nursing and NURS 3262 Pathophysiology Complex Illness.**

**All require a passing grade of 72%. Students must achieve All Nursing Clinical Practice courses also require a passing grade of 72% in the classroom theory and clinical assignments, 100% in the dosage dosage calculation component and a "Satisfactory" grade in all lab and clinical components. \*The student will have three opportunities to retake the dosage calculation component. in the lab and clinical components.**

~~The student will have two opportunities to retake the dosage calculation component each term.~~ A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. Course repeats are not allowed in the first year. If a student is unsuccessful in Term 1 or 2 courses, they will be required to re-apply to the **program. program and will be waitlisted for entry.** A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

### Recommended Characteristics of Students

~~A caring attitude:~~ A sincere interest in people of all ages who require all levels of **support and** care.

**Computer Basic computer skills.**

Flexibility to adjust to early morning, evening, or weekend practicum shifts, **and** to a variety of clinical settings **and** ~~and~~ locations within the Metro Vancouver area.

~~For information about being a registered nurse, please review:~~ Review the **BCCNM Becoming a Registered Nurse in BC: Requisite Skills and Abilities**

~~[https://www.bccnm.ca/Documents/competencies\\_requisite\\_skills/RN\\_requisite\\_skills\\_abilities.pdf](https://www.bccnm.ca/Documents/competencies_requisite_skills/RN_requisite_skills_abilities.pdf)~~



Term One	Credits
<del>NURS 1160 Nursing Pharmacotherapeutics 1</del>	<del>1.5</del>
<b>NURS 1150 Pharmacotherapeutics 1</b>	<b>2</b>
<b>NURS 1153 Health Determinants</b>	<b>2</b>
<u>NURS 1161</u> Introduction to Collaboration	2
<u>NURS 1162</u> Introduction to Pathophysiology	2
<del>NURS 1163 Determinants of Health</del>	<del>2.5</del>
<u>NURS 1164</u> Nursing Clinical Practice 1	6.5
Credits	14.5
Term Two	
<u>NURS 1260</u> Pharmacotherapeutics 2	2
<u>NURS 1261</u> Collaboration with Older Adults	2
<u>NURS 1262</u> Pathophysiology of Chronic Disease	2
<u>NURS 1263</u> Developmental Transitions Older Adult	2
<u>NURS 1264</u> Nursing Clinical Practice 2	6.5
<u>NURS 1370</u> Clinical Consolidation 1	6
Credits	20.5
Term Three	
<u>NURS 2160</u> Pharmacotherapeutics 3	2
<u>NURS 2161</u> Collaboration Nursing Profession	2
<u>NURS 2162</u> Pathophysiology Acute Illness	2
<u>NURS 2163</u> Health Illness Transitions	2
<u>NURS 2164</u> Nursing Clinical Practice 3	6.5
<u>NURS 2370</u> Clinical Consolidation 2	6
Credits	20.5
Term Four	
<u>NURS 2261</u> Collaboration with Families	2
<u>NURS 2263</u> Childbearing Family Transition	2
<u>NURS 2264</u> Nursing Clinical Practice 4	6.5
<u>NURS 2265</u> Child Health and Pharmacology	2
<u>NURS 2266</u> Maternal Health and Pharmacology	2
Credits	14.5
Term Five	
<u>NURS 3160</u> Mental Health Nursing	6
<u>NURS 3163</u> Situational Transitions	3
<u>NURS 3164</u> Clinical Mental Health	3
<u>MATH 1111</u> Introduction to Statistics	3
<u>NURS 3265</u> Nursing Research	3
Credits	18
Term Six	

<u>NURS 3262</u> Pathophysiology of Complex Illness	2
<u>NURS 3263</u> Multiple Transitions	2
<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 3370</u> Clinical Consolidation 3	6
Credits	21

## Term Seven

<b><u>NURS 4064</u> Population and Public Health Clinical</b>	<b>4</b>
<u>NURS 4163</u> Community Health	3
<del><u>NURS 4164</u> Community Health Clinical</del>	<del>3</del>
<b><u>NURS 4165</u> Ethics and Law in Health Care</b>	<b>3</b>
<u>NURS 4166</u> Canadian Health Care System	2
<del><u>NURS 4168</u> Ethics in Health Care</del>	<del>2</del>
<del><u>NURS 4169</u> Health Law</del>	<del>2</del>
Elective in a College level Non-Nursing course *	3
Credits	15

## Term Eight

<u>NURS 4261</u> Nursing Leadership	3
<u>NURS 4264</u> Focused Preceptorship	12
Credits	15
Total Credits	139

\* **Please Note:** Courses taken for elective credit must be approved by the Nursing Department.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. 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

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

-	68-71		43
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course Standings</b>			
R		Audit. No 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.

Small edits were completed and updated course numbers NURS 1153/NURS 1150/NURS 4064/NURS 4165 have been added.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	New course numbers to reflect hours changes
Other	Curriculum Chair: moved PLOs into new system for tracking (administrative change only, no change to PLOs)

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:

Marketing Description

Get industry-leading training to provide safe, ethical, culturally sensitive, and person-centered care as a registered nurse in hospitals, communities, homes, clinics, and residential facilities.

What you will learn

What to expect

Reviewer

Comments

**Darija Rabadzija (drabadzija) (07/20/22 9:43 am):** Rollback: rb

**Sarah Desbiens (sdesbiens) (07/20/22 11:55 am):** Rollback: Need to make changes

# Program Change Request

Date Submitted: 07/12/22 1:03 pm

Viewing: **Bachelor of Science in Nursing**  
**(Advanced Entry)**

Last approved: 06/15/22 9:42 am

Last edit: 09/01/22 1:48 pm

Changes proposed by: sdesbiens

Catalog Pages Using  
this Program

[Bachelor of Science Nursing \(Advanced Entry\)](#)

Program Name:

Bachelor of Science in Nursing (Advanced Entry)

Credential Level: Degree

Effective Date: August 2023

Effective Catalog  
Edition: 2021-2022

School/Centre: Health Sciences

Department Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

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Todd Rowlatt  
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(drabadzija)
5. Jun 12, 2020 by  
rklann
6. Jul 14, 2020 by Todd  
Rowlatt (trowlatt)
7. Oct 13, 2021 by  
Sarah Desbiens  
(sdesbiens)
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Sarah Desbiens  
(sdesbiens)

Name	E-mail	Phone/Ext.
Sarah Desbiens	sdesbiens@vcc.ca	778 783 5131
Suzanne Touahria	stouahria@vcc.ca	<b>778 783 5131</b> <del>7651</del>

## Program Content Guide

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## Purpose

This full time program prepares Licensed Practical Nurses to become Registered Nurses providing nursing care in collaboration with other health care professionals with people of all ages in a variety of settings. The graduate will apply critical **thinking** ~~thinking~~ skills and evidenced-informed practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration is required through the British Columbia College of Nurses and Midwives (BCCNM) before employment as a Registered Nurse in BC.

## Admission Requirements

Admission to the Bachelor of Science in Nursing (**Advanced Entry**) is through a competitive selection process. Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and **a aCASPer test result**. ~~test result:~~

### Application advice:

The BScN **Advanced Entry** is an annual selection based program. **You** ~~All education requirements~~ must **meet all your education requirements** ~~be met~~ by the date posted on the website.

**If you** ~~Applicants who~~ do not meet the educational requirements **on time, your** ~~cannot be assessed for selection and their~~ application will be cancelled.

~~The program will maintain a short waitlist for the same year pending withdrawals. If you meet~~ ~~Those applicants meeting~~ the requirements **but do and** not **receive an offer of admission, you must** ~~gaining entrance will need to~~ reapply and resubmit academic information **if you want to apply for another intake.** ~~already provided:~~ **Applicants are not waitlisted for the following intake.**

~~Unsuccessful applicants are not waitlisted.~~ **Under specific circumstances, an** ~~An invited~~ applicant **who receives an offer of admission** may **request** ~~receive~~ a one year **deferral.** ~~deferral if requested:~~ **Please review the defer request form for details.**

### ADMISSIONS REQUIREMENTS:

**Nursing practice experience** ~~Knowledge of mathematics~~ **demonstrated by the following:**

Graduate of a Practical Nursing Program or equivalent (**transcripts required**)

Current Canadian registration as a Licensed Practical Nurse (proof of license required)

Six months or 900 hours worked to the full scope of Licensed Practical Nurse practice within the last five years, verified by a letter from the employer.

**18 credits in** ~~in~~ first-year level university courses:

6 credits in English:

ENGL 1100 and ENGL 1200 with a minimum 'C+' grade or equivalent, *or*

ENGL 1101 and ENGL 1102 with a minimum 'C+' grade, for students whose first language is not English and who have entered the program with an IELTS or CELBAN English proficiency assessment

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum 'C+' grade or equivalent. \*taken within 5 years of the application date.

6 credits of courses with a minimum 'C+' grade in Humanities or Social Sciences.

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

Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional Language courses are not included in this three-year calculation, *or*

IELTS **Academic with** ~~(International English Language Testing System)~~with an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.5, Reading 6.5, Writing 7.0, *or*

CELBAN (Canadian English Language Benchmarks Assessment for Nurses)\* with minimum scores of: Speaking 8.0, Listening 10.0, Reading 8.0, Writing 7.0 (**NOTE: \*** CELBAN is only suitable for those who have studied nursing in a country other than **Canada.**)

~~Canada:~~ **Knowledge of mathematics demonstrated by the following:**

~~Knowledge of mathematics demonstrated by the following:~~ VCC Health Sciences Math Assessment with a minimum 80% **and** a minimum of 7 out of 9 in the applications **section.** ~~section. If unsuccessful, it is recommended to complete MATH 1054 Math for Health Sciences with a grade of Satisfactory prior to re-attempting the Math Assessment. If unsuccessful, it is recommended to complete MATH 1054 Math for Health Sciences with a grade of Satisfactory prior to re-attempting the Math Assessment.~~

Submission of a ~~a~~ **CASPer** score. CASPer Test scores are only valid for one admission cycle.

#### **UPON ACCEPTANCE TO THE PROGRAM:**

##### **Completion of Bridging Term:**

Prior to the start of the BSc Nursing program, successful applicants register for and complete a required, 5 month, full-time Bridging **Term.** ~~Term. The Bridging Term consists of 4 LPN to BScN courses:~~ **The Bridging Term consists of 4 LPN to BScN courses:** NURS 1357, NURS 1399, NURS 1358 and NURS 1359.

NURS 1399 and NURS 1357 must be successfully completed before starting NURS 1358 & NURS 1359.

These pre-requisite courses are offered together in one term and must be successfully completed within two years.

##### **Criminal Record Check**

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

**Please Note:** The regulatory body, the British Columbia College of Nurses and Midwives asks each applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.

##### **Current CPR Level C**

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.

CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.



## TB Screening\*

**Students** ~~Within six months of the start of the program, students~~ must submit a negative TB **skin test taken within 6 weeks of acceptance to the program.** ~~test.~~ If the TB **skin** test is positive, a negative TB chest x-ray is required.

## Immunizations\*

**An Immunization Record must be completed.**

Immunizations in the following are *strongly recommended* and in some case *may be required* for practicum placements:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chickenpox)

Hepatitis B

Influenza

## Covid-19

**\*NOTE: \* Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening.**

## **Covid-19**N95 Respiratory Mask

An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.

The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.

The original certificate must be presented to the department on the first day of class.

~~\*Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening. NOTES: Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) <https://www.bcit.ca/ices/> in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.~~

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

Practicing LPNs will receive advanced standing into term 5 of the BScN program **following** completion of admission requirements **and** the 4 **required** Bridging LPN to BScN courses. The BScN Advanced entry degree program is 4 terms and should be completed in one and one half (1.5) years. There is a possibility of extending the period of time for completion up to three (3) years due to extenuating circumstances with appropriate consultation with the Department Head or Dean.

## Outcomes

<b>Upon successful completion of this program, graduates will be able to:</b>	
<b>PLO #1</b>	<b>Maintain professional responsibility and accountability of nursing practice, and professional conduct.</b>
<b>PLO #2</b>	<b>Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences, and humanities.</b>
<b>PLO #3</b>	<b>Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.</b>
<b>PLO #4</b>	<b>Uphold and promote the ethical standards of the nursing profession.</b>
<b>PLO #5</b>	<b>Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.</b>

## Additional PLO Information

~~Graduates of the program will have acquired the knowledge, skills, and abilities to: Maintain professional responsibility and accountability of nursing practice, and professional conduct. Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences, and humanities. Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients. Uphold and promote the ethical standards of the nursing profession. Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~

This program is offered on a full time basis and is divided into four terms, each with a different clinical focus such as mental health, complex acute medical/surgical care and community health. Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 6 designed to build upon the learning from previous terms. In Term 8 a preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with an emphasis on patient safety and patient-centered care.

Each term must be successfully completed before the next one can be started. The VCC BScN Framework for Healing and Health Promotion integrates several theories for study in this program. This framework looks at the relationships between the **person**, (~~person~~, family, community and **population**, ~~population~~); environment, and nurse.

A major emphasis of this program is active student participation. Throughout the program, instructors encourage students to become increasingly self-directed and responsible for their learning. Students are expected to come to class prepared for active participation in the classroom, nursing lab and clinical activities. Course guides provide direction of learning for each class and/or lab. These guides may be presented online using the VCC learning platform Moodle. The instructor acts as a facilitator to promote a positive learning environment through activities such as small group seminars, group activities, case studies, and formative and summative lab activities designed to simulate clinical reality. Some courses may be offered in a blended (on-line and in person) delivery mode.

### Evaluation of Student Learning

Student progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through oral presentations, multiple choice exams, case studies, lab simulation and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. Students are **expected** ~~required~~ to attend all classes, labs and clinical.

**Students** ~~All students~~ must receive a passing grade of **C (minimum 60% (GPA 2.0) in each** of **60%, GPA 2.0) in each of the** the BScN Program nursing and non-nursing courses (Math 1111, elective) **unless stated otherwise. with the exception of the following courses: For example, NURS 3160 and Mental Health Nursing, NURS 3262, NURS 2266, NURS 2265, NURS 3164 3262-Pathophysiology Complex Illness** require a passing grade of **B (minimum of 72%). 72%.**

**Students must achieve 100%** ~~NURS 3264 Nursing Clinical Practice 6 also requires a passing grade of 72%~~ in the ~~classroom theory and clinical assignments, 100% in the~~ dosage calculation component and a “Satisfactory” grade in ~~all the~~ lab and clinical components. **\*The** ~~The~~ student will have three opportunities to retake the dosage calculation component.

A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

A sincere interest in people of all ages who require all levels of support and care.

### Computer skills

Flexibility to adjust to early morning, evening, or weekend practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

~~For information about being a registered nurse, please review:~~ **Review the BCCNM Becoming a Registered Nurse in BC: Requisite Skills and Abilities document**

~~[https://www.bccnm.ca/Documents/competencies\\_requisite\\_skills/RN\\_requisite\\_skills\\_abilities.pdf](https://www.bccnm.ca/Documents/competencies_requisite_skills/RN_requisite_skills_abilities.pdf)~~

### Courses

Prior to the start of the BSc Nursing program, successful applicants register for and complete a required, 5 month, full-time Bridging ~~Term. Term. The Bridging Term consists of 4 LPN to BScN courses:~~ **The Bridging Term consists of 4 LPN to BScN courses:** NURS 1357, NURS 1399, NURS 1358 and NURS 1359.

#### Plan of Study Grid

Term Five	Credits
<u>NURS 3160</u> Mental Health Nursing	6
<u>NURS 3163</u> Situational Transitions	3
<u>NURS 3164</u> Clinical Mental Health	3
<u>MATH 1111</u> Introduction to Statistics	3
<u>NURS 3265</u> Nursing Research	3
Credits	18
Term Six	
<u>NURS 3262</u> Pathophysiology of Complex Illness	2
<u>NURS 3263</u> Multiple Transitions	2
<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 3370</u> Clinical Consolidation 3	6
Credits	21
Term Seven	
<b><u>NURS 4064</u> Population and Public Health Clinical</b>	<b>4</b>
<u>NURS 4163</u> Community Health	3
<del><u>NURS 4164</u> Community Health Clinical</del>	<del>3</del>
<b><u>NURS 4165</u> Ethics and Law in Health Care</b>	<b>3</b>
<u>NURS 4166</u> Canadian Health Care System	2
<del><u>NURS 4168</u> Ethics in Health Care</del>	<del>2</del>
<del><u>NURS 4169</u> Health Law</del>	<del>2</del>
Elective in a College level Non-Nursing course *	3
Credits	15
Term Eight	

<b>NURS 4261</b> Nursing Leadership	3
<b>NURS 4264</b> Focused Preceptorship	12
Credits	15
Total Credits	69

**\*Please Note:** Courses taken for elective credit must be approved by the Nursing Department.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. 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

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

### Course

### Standings

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

Small edits have been made and the Bridging Term has been highlighted to ensure students clearly understand that Bridging Term courses must be completed prior to the start of the program.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Consulted RO on new course numbers for new hours
Other	CC Chair: moved PLOs to new box (admin change only, no change to PLOs)

### Additional Information

Provide any additional information if necessary.

~~\*Changes to be made to Term 7: NURS 4164 replaced by 4064 (Pending) NURS 4168/NURS 4169 need to be removed NURS 4165 is to be added~~

Supporting documentation:

### Marketing Information

# Course Change Request

## New Course Proposal

Date Submitted: 06/02/22 10:58 am

Viewing: **NURS 1150 : Pharmacotherapeutics 1**

Last edit: 08/16/22 4:06 pm

Changes proposed by: trowlatt

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

Course Name:

Pharmacotherapeutics 1

Effective Date: September 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

### In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/02/22 11:03 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
2. 08/02/22 6:21 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 11:47 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Sarah Desbiens	sdesbiens@vcc.ca	778.783.5131

Banner Course Name: Pharmacotherapeutics 1

Subject Code: NURS - Nursing

Course Number: 1150

Year of Study: 1st Year Post-secondary

Bridge College Code	UT
Bridge Billing Hours	1.5
Bridge Course Level	01

**Course Description:**

This course introduces the study of pharmacology with an overview of important concepts and principles of pharmacotherapeutics. Emphasis will be given to the nurse's role in the safe administration of pharmacologic agents including ethical and legal considerations of drug administration. Students begin to apply pharmacological knowledge to selected pathophysiological states using critical thinking and the nursing process.

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

NURS 1161, NURS 1162, NURS 1153, NURS 1164.

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

No

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

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe basic pharmacological concepts as applied to the nursing role.
CLO #2	Identify basic medication administration systems used in nursing.
CLO #3	Describe the nurses' role in applying the nursing process to safe medication administration.
CLO #4	Apply pharmacological knowledge regarding actions, side effects and nursing considerations for common drugs used to treat pathophysiological states or alterations in selected systems.
CLO #5	Explain the legal and ethical professional responsibilities of the nurse related to medication administration.

**Instructional  
Strategies:**



This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

## Evaluation and Grading

---

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

Evaluation Plan:

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

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

- Introduction to basic concepts of pharmacology
- Nursing process in pharmacology
- Drug regulation and legislation
- Drug classes and schedules
- Pharmacologic principles
- Effects of drugs on body systems
- Selected Drug classifications related to clinical context.
- BCCNM practice standards, competencies, and code of ethics for drug administration.
- Principles of safe medication administration

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

BSC-Nursing PCGs

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 06/02/22 11:00 am

Viewing: **NURS 1153 : Health Determinants**

Last edit: 08/16/22 12:02 pm

Changes proposed by: trowlatt

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

Course Name:

Health Determinants

Effective Date: September 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

### In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/02/22 11:04 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
2. 08/02/22 6:21 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 11:47 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Sarah Desbiens	sdesbiens@vcc.ca	778.783.5131

Banner Course Name: Health Determinants

Subject Code: NURS - Nursing

Course Number: 1153

Year of Study: 1st Year Post-secondary

Bridge College Code	UT
Bridge Billing Hours	2.5
Bridge Course Level	01

**Course Description:**

This course provides students with an overview of the determinants of health. Health is viewed as a holistic perspective. The World Health Organization definition of health provides direction as to the resources and environmental factors which interact to influence health. Students learn the importance of using a holistic framework to assess multiple factors influencing an individual's health. Relational inquiry and clinical reasoning are introduced as ways of examining client experiences. Students also examine the personal meaning of health and health promotion within the primary health care philosophy of health care delivery. This course also introduces students to the concept of transitions and how individual choices regarding transitions (developmental, health/illness, situational and organizational) have health implications.

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

NURS 1150, NURS 1161, NURS 1162, NURS 1164.

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

No

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

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Explain the philosophy & principles of primary health care within the Canadian Health care system.
CLO #2	Discuss nursing situations and nursing practice using the process of relational inquiry.
CLO #3	Describe how interpretive and power analysis can support the relational inquiry process.
CLO #4	Apply the VCC BScN Framework for Health & Healing Promotion to analyze contextual, interpersonal and intrapersonal factors influencing healing and health promotion.
CLO #5	Discuss theories of healing and health promotion.
CLO #6	Identify the ways in which health is socially determined and how contexts can produce inequities.

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

CLO #7	Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.
--------	--

## Instructional

### Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

## Evaluation and Grading

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

### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	25-35	Research and Presentations
Assignments	20-30	Self-Reflections
Participation	10-15	Group Skills
Project	30-35	Final paper

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

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

Process of Inquiry as a form of action  
Relational Inquiry - Contextual Theoretical Perspectives  
Definitions of health  
Concepts of Population Health  
Contextual factors influencing health  
Individual Health Transitions  
Theories of growth and development  
Primary Health Care  
Health Care System  
Health Promotion – Individual and Population

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?

# Course Change Request

Date Submitted: 06/02/22 11:13 am

Viewing: **NURS 1260 : Nursing**

## Pharmacotherapeutics 2

Last approved: 12/04/21 4:29 am

Last edit: 08/17/22 11:19 am

Changes proposed by: sdesbiens

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\).](#)

Course Name:

**Nursing** Pharmacotherapeutics 2

Effective Date: September 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

### In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/02/22 11:14 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
2. 08/02/22 6:21 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 11:47 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair
4. 08/17/22 12:56 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to  
Curriculum  
Committee Chair for  
Records
5. 08/17/22 12:59 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

### History

1. Jul 22, 2020 by rklann
2. Aug 7, 2020 by Nicole Degagne (ndegagne)
3. Aug 11, 2020 by Nicole Degagne (ndegagne)
4. Nov 24, 2021 by Nicole Degagne (ndegagne)
5. Dec 4, 2021 by Melinda Schram (mschram)

Name	E-mail	Phone/Ext.
<b>Sarah Desbiens</b> <del>Deirdre Duncan</del>	<b>sdesbiens@vcc.ca</b> <del>dduncan@vcc.ca</del>	<b>778.783.5131</b> <del>604-871-7000/5131</del>
<b>Ruth Klann</b>	<b>rklann@vcc.ca</b>	<b>604-871-7000/5090</b>

Banner Course      **Nursing** Pharmacotherapeutics 2  
Name:

Subject Code:      NURS - Nursing

Course Number      1260

Year of Study      1st Year Post-secondary

Credits:      2

Bridge College Code      UT

Bridge Billing Hours      2

Bridge Course Level      01



**Course Description:**

This course continues the study of pharmacology. Building on previous concepts and principles of pharmacotherapeutics and existing knowledge of human anatomy and physiology, pharmacological knowledge will be applied to the pathophysiological states related to chronic health challenges. The role of critical inquiry is applied to the nurse's responsibilities of safe and effective medication administration.

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

NURS **1150**, ~~1160~~; NURS 1161, NURS 1162, NURS **1153**, ~~1163~~; NURS 1164.

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

NURS 1261, NURS 1262, NURS 1263, NURS 1264.

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

No

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

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Apply the nursing process to the research and administration of commonly used drug classifications and selected medications within each classification.
CLO #2	Describe the therapeutic actions, side effects and nursing considerations of drug classifications commonly used to treat disorders of each of the body systems.
CLO #3	Explain the legal, ethical and professional practice responsibilities of the Registered Nurse related to medication administration.
CLO #4	Explore non-pharmacological <del>pharmacological</del> alternative health considerations for chronic conditions.

**Instructional****Strategies:**

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

**Evaluation and Grading**

Grading System:

Letter Grade (A-F)

Passing grade:

**B 72%**

Evaluation Plan:

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

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

**Lecture**

**Online**

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

Applying drug classification information to the Safe Care Nursing Framework<sup>®</sup>

**Course Topics:**

Complementary Alternative Medications (CAM) and the interaction with over-the-counter (OTC) vitamins and minerals and with prescription (Rx) medications - Natural health products, vitamin and mineral supplements

Drugs for Nutritional disorders - enteral feedings, vitamin deficiencies

Drugs for pulmonary disorders - COPD, Asthma, Antihistamines, Decongestants, Antitussives, and Expectorants

Drugs for the Endocrine disorders - Diabetes Types 1&2, Thyroid

Drugs for cardiovascular disorders - Angina, HTN, Heart Failure, Artherosclerosis, Diuretics

Non-opioid analgesics

Drugs for Bone and Joint disorders - osteoporosis

Drugs for degenerative diseases of the Nervous System- Parkinson's, Alzheimer's

Drugs for Gastrointestinal disorders - GERD, Nausea & Vomiting, ulcers, H.pylori

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?

No

Provide a rationale for this proposal:

Changing the prerequisite to list the new course number of NURS 1160 to NURS 1150.

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

Consultations

## **Additional Information**

---

# Course Change Request

Date Submitted: 06/02/22 11:17 am

Viewing: **NURS 1263 : Transitions Older Adults**

Last approved: 12/04/21 4:29 am

Last edit: 08/16/22 12:03 pm

Changes proposed by: sdesbiens

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

Course Name:

Developmental Transitions Older Adult

Effective Date: September 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/02/22 11:18 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
2. 08/02/22 6:21 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 11:47 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 08/17/22 12:56 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to  
Curriculum  
Committee Chair for  
Records
5. 08/17/22 12:59 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

### History

1. Jul 22, 2020 by rklann
2. Aug 7, 2020 by Nicole Degagne (ndegagne)
3. Nov 24, 2021 by Nicole Degagne (ndegagne)
4. Dec 4, 2021 by Melinda Schram (mschram)

Name	E-mail	Phone/Ext.
<b>Sarah Desbiens</b> <del>Dee Duncan</del>	<b>sdesbiens@vcc.ca</b> <del>dduncan@vcc.ca</del>	<b>778.783.5131</b> <del>(604)871-7000/5131</del>
<b>Ruth Klann</b>	<b>rklann@vcc.ca</b>	<b>604-871-70000/5090</b>

Banner Course Name: Transitions Older Adults

Subject Code: NURS - Nursing

Course Number: 1263

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: UT

Bridge Billing Hours: 2

Bridge Course Level: 01

#### Course Description:

This course focuses on the interrelationship between social determinants of health, transition to older adulthood and health promotion. Holistic assessment emphasizes normal growth and development

processes of the older adult providing students with the tools to begin planning health promotion strategies. The concepts of relational inquiry, clinical reasoning, active aging, quality of life, cultural safety, and health promotion research are introduced and explored within the context of older adult.

Course Pre-Requisites (if applicable):

NURS **1150**, ~~1160~~; NURS 1161, NURS 1162, NURS **1153**, ~~1163~~; NURS 1164.

Course Co-requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1264.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Analyze personal and societal beliefs on aging.
CLO #2	Explain the development transitions of aging and the health promotion strategies to create positive health outcomes for older adults.
CLO #3	Examine multiple contexts influencing the health of older adults.
CLO #4	Evaluate theories for direction in healing and health promotion for older adults.
CLO #5	Apply critical inquiry and evidence informed practice to the care of a family experiencing developmental transition of aging.
CLO #6	Apply knowledge and skills of relational practice with a family experiencing transition.
CLO #7	Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional

Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
**C 60%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Research and Presentations
Other	25	Self-Reflections
Project	30	Final Paper
Participation	10	Group Skills

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

**Lecture**  
**Online**  
**Seminar**

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

- Inquiry
- Clinical Reasoning
- Contextual Theoretical Perspectives
- Beliefs on aging
- Health
- Theories of aging
- Transitions for older adults
- Determinants of Health for older adults
- Primary Health Care - Health Promotion for older adults

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?

No

Provide a rationale for this proposal:

Just updating the pre-requisite from NURS 1163 to NURS 1153.

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

Consultations

### Additional Information

---



# Course Change Request

Date Submitted: 08/17/22 11:22 am

Viewing: **NURS 2160 : Nursing**

## Pharmacotherapeutics 3

Last approved: 12/04/21 4:29 am

Last edit: 08/17/22 11:22 am

Changes proposed by: drabadzija

[NURS 2264 : Nursing Clinical Practice 4](#)

[NURS 2265 : Child Health and Pharmacology](#)

[NURS 2266 : Maternal Health and Pharmacology](#)

[NURS 3262 : Pathophysiology of Complex Illness](#)

Course Name:

**Nursing** Pharmacotherapeutics 3

Effective Date: September 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

### In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 08/17/22 2:07 pm  
Deirdre Duncan (dduncan):  
Approved for 5031 Leader
2. 08/18/22 11:10 am  
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 08/29/22 12:45 pm  
Darija Rabadzija (drabadzija):  
Approved for Curriculum Committee Chair

### History

1. Jul 22, 2020 by rklann
2. Aug 7, 2020 by Nicole Degagne (ndegagne)
3. Dec 4, 2021 by Melinda Schram (mschram)

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	604 871 7000/5131
Ruth Klann	rklann@vcc.ca	604 871 7000/5090

Banner Course **Nursing** Pharmacotherapeutics 3

Name:

Subject Code: NURS - Nursing

Course Number 2160

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code UT

Bridge Billing Hours 2

Bridge Course Level 01

#### Course Description:

This course is a continuation of the study of pharmacology. Building on previous concepts and principles of pharmacotherapeutics and existing knowledge of human anatomy and physiology, pharmacological knowledge will be applied to the pathophysiological states related to acute medical-surgical health challenges. Critical inquiry is applied to the nurse's responsibilities for safe and effective medication administration.

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

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264, NURS 1370.

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

NURS 2161, NURS 2162, NURS 2163, NURS 2164.

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

No

#### Course Learning

#### Outcomes (CLO):

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

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

CLO #1	Apply the nursing process to the research and administration of commonly used drug classifications and selected medications within each classification.
CLO #2	Describe the therapeutic action, side effects, drug interactions, safe dosage and nursing considerations of drug classifications commonly used to treat disorders of each of the body systems.
CLO #3	Explore non-pharmacological therapeutics for acute medical-surgical conditions.
CLO #4	Explain the legal, ethical and professional practice responsibilities of the nurse related to medication administration.

### Instructional

#### Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)                      Passing grade:  
72%

#### Evaluation Plan:

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

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30

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

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

- Pharmacology for acute medical and surgical conditions
- Patient education and advocacy
- Fluid & electrolytes, acid-base balance
- Autonomic nervous system - Medications for hypotension and shock
- Acute pain management
- Medications for inflammation and infection
- Medications for immune system modulation
- Medications for the endocrine system: adrenal medication
- Medication for Cardiovascular system: Coagulation Modifiers

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?

# Course Change Request

Date Submitted: 06/02/22 10:30 am

Viewing: **NURS 3370 : Clinical Consolidation 3**

Last approved: 12/05/21 4:30 am

Last edit: 08/16/22 3:53 pm

Changes proposed by: sdesbiens

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Clinical Consolidation 3

Effective Date: January 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/02/22 11:06 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
2. 08/02/22 6:21 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 11:47 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 5, 2020 by  
rklann
2. Dec 5, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.

Name	E-mail	78 Phone/Ext.
Sarah Desbiens <del>Dee Duncan</del>	sdesbiens@vcc.ca <del>dduncan</del>	778.783.5131 <del>604-871-7000/5131</del>
Ruth Klann	rklann@vcc.ca	604-871-7000/5090

Banner Course Name: Clinical Consolidation 3

Subject Code: NURS - Nursing

Course Number: 3370

Year of Study: 3rd Year Post-secondary

Credits: 6

Bridge College Code: UT

Bridge Billing Hours: 6

Bridge Course Level: 01

**Course Description:**

The intent of the consolidated clinical experience is to support the integration of theory and practice from all previous terms. The nurse's role in the interdisciplinary team is emphasized.

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

NURS 3262, NURS 3263, NURS 3264, NURS 3266.

**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 professional responsibility and accountability to standards of nursing practice, and professional conduct.

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

CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	<b>Uphold</b> <del>Upholds</del> and <b>promote</b> <del>promotes</del> the ethical standards of the nursing profession
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional

Strategies:

Professional practice experience in acute medical surgical units with higher acuity patients

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

An average of 72% on all clinical assignments is required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Structured Journal
Participation	S/U	Moodle forum
<b>Participation</b>	<b>S/U</b>	<b>200 NCLEX questions/week X5</b>
Other	S/U	Clinical Self and Instructor Evaluation

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      180

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

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

**Practicum**

Hours in Category 3: 180

Course Topics

#### Course Topics:

Clinical practice experience in acute medical surgical units with higher acuity patients

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

The 1000 NCLEX questions will be removed from NURS 3370 and instead moved to NURS 4264. Faculty leading NURS 3370 stated that students do not have the required contact time with faculty to get feedback on NCLEX



questions, nor have students yet completed the Community term, thus are unable to respond effective

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

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Email dialogue was initiated in March 2022, by term lead Dene Barbondy and Ravinder Minhas to remove NCLEX questions from CPE 3370 formal approval was gained in the May 4th curriculum committee-pending that the NCLEX questions be moved to Term 7 or term 8. June 1, 2022, accepted change was to move the 1000 NCLEX questions to Term 8 NURS 4264 preceptorship.

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Marketing Information

---

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

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

Make Available on Website:

# Course Change Request

## New Course Proposal

Date Submitted: 06/06/22 11:57 am

Viewing: **NURS 4064 : Population and Public Health**

Last edit: 08/16/22 12:03 pm

Changes proposed by: sdesbiens

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Population and Public Health Clinical

Effective Date:

September 2024

School/Centre:

Health Sciences

Department:

Baccalaureate Nursing (5031)

Contact(s)

### In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 08/18/21 3:48 pm  
Deirdre Duncan (dduncan):  
Approved for 5031 Leader
2. 09/09/21 2:38 pm  
Darija Rabadzija (drabadzija):  
Rollback to 5031 Leader for SHS Dean
3. 09/10/21 4:09 pm  
Sarah Desbiens (sdesbiens):  
Approved for 5031 Leader
4. 09/13/21 2:08 pm  
Darija Rabadzija (drabadzija):  
Rollback to 5031 Leader for SHS Dean
5. 06/02/22 10:48 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
6. 06/06/22 11:58 am  
Sarah Desbiens

83  
 (sdesbiens):  
 Approved for 5031  
 Leader  
 7. 08/02/22 6:21 am  
 Jo-Ellen Zakoor  
 (jzakoor): Approved  
 for SHS Dean  
 8. 08/17/22 11:48 am  
 Todd Rowlatt  
 (trowlatt): Approved  
 for Curriculum  
 Committee Chair

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	778.783.5125
Sarah Desbiens	sdesbiens@vcc.ca	778.783.5131

Banner Course Name: Population and Public Health

Subject Code: NURS - Nursing

Course Number: 4064

Year of Study: 4th Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours: 4

Bridge Course Level

**Course Description:**

This course provides students with the opportunity to utilize nursing knowledge, skills and abilities required to promote population health. The practicum engages students to collaborate with families, groups, communities and/or populations and inter-sectoral partners to build capacity to prevent health issues and to promote health equity with a key focus on addressing the social, political, and economic conditions that impact health. Students learn how to apply principles and evidence in public health, population health promotion, and primary health care in various settings.

Course Pre-Requisites (if applicable):

NURS 3262, NURS 3263, NURS 3264, NURS 3266, NURS 3370.

Course Co-requisites (if applicable):

NURS 4163, NURS 4166, NURS 4165.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Maintain professional responsibility and accountability in nursing practice, and professional conduct.
CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	Uphold and promote the ethical standards of the nursing profession.
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional

Strategies:

This course is delivered through clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory. Active participation is a foundation of professional practice, critical thinking and capacity building.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
 To achieve satisfactory any  
 graded assignment must average  
 72% or greater.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
------	------------	--

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Clinical assignments
Other	S/U	Clinical self & instructor evaluation

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 120

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

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Practicum

Hours in Category 3: 120

Course Topics

**Course Topics:**

Placement dependent

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

This community clinical course used to offer 120 hours of community placements and to run the VCC flu vaccine clinics. A couple of years ago, the hours were corrected to meet the listed course credits (3 credits=90 hours). This proposal is to get the 30 hours back into the clinical course-taking a 1 credit from the merging of NURS 4168/4169.

Are there any  
expected costs as a  
result of this  
proposal?  
none

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Discussions held with the term 7 team and term lead. Nelly Gomez, Shari Laliberte, Mandi Thandi. Oct-Dec 2021
Faculty/Department	Curriculum Meeting-proposal approved to increase hours for NURS 4164-Approved Jan 5, 2022

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Darija Rabadzija (drabadzija) (09/09/21 2:38 pm):** Rollback: rollback

# Course Change Request

Date Submitted: 08/18/21 3:29 pm

Viewing: **NURS 4165 : Ethics and Law in Health Care**

Last edit: 08/17/22 11:21 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Ethics and Law in Health Care

Effective Date: September 2024

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 08/18/21 3:48 pm  
Deirdre Duncan  
(dduncan):  
Approved for 5031  
Leader
2. 09/09/21 2:38 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5031  
Leader for SHS Dean
3. 09/10/21 4:09 pm  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
4. 09/13/21 2:08 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5031  
Leader for SHS Dean
5. 06/02/22 11:06 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader

- 88  
 6. 08/02/22 6:21 am  
 Jo-Ellen Zakoor  
 (jzakoor): Approved  
 for SHS Dean  
 7. 08/17/22 11:48 am  
 Todd Rowlatt  
 (trowlatt): Approved  
 for Curriculum  
 Committee Chair

Name	E-mail	Phone/Ext.
Sarah Desbiens	sdesbiens@vcc.ca	778.783.5131
Dee Duncan	dduncan@vcc.ca	778.783.5125

Banner Course Name: Ethics and Law in Health Care

Subject Code: NURS - Nursing

Course Number: 4165

Year of Study: 4th Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course is designed to provide students with an in-depth study of ethics and law as applied within health and health care systems. Students explore legal terminology, reasoning and processes and the basic principles of law that apply to and govern the delivery of health care services and nursing practice in context of inter-sectoral care. Building off of previous BScN courses, students are engaged to explore ethical theories and principles in relation to understanding and addressing ethical issues in nursing from a professional, interdisciplinary, and structural (organizational ethics and socio-political-economic) perspective.

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

NURS 3262, NURS 3263, NURS 3264, NURS 3266, NURS 3370.



Course Co-requisites (if applicable):

NURS 4064, NURS 4163, NURS 4166.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the history of codes of ethics and the development of contemporary nursing codes of ethics and their application to ethical decision-making.
CLO #2	Identify the basic features of the Canadian legal system and the legal context of health care systems.
CLO #3	Identify, analyze, and apply resources for guiding ethical nursing practice.
CLO #4	Identify nurses' professional obligations, legal accountabilities, and outcomes of misconduct and malpractice.
CLO #5	Articulate the ethical obligation of nurses to advocate for social justice and health equity.
CLO #6	Describe and analyze laws relating to human rights and patient care and the rights of nurses.
CLO #7	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional

Strategies:

This course is delivered through blended learning that includes cooperative small and large group discussions and reflective exercises. Students engage in praxis with peers. Active participation is a foundation of professional practice, critical thinking and capacity building.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Assignments	30	

Type	Percentage	Brief description of assessment activity
Exam	30	
Participation	10	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

Classical and contemporary ethical theories, ethical principles, world views and ethics

Indigenous perspectives on ethics

Canadian legal system: natural justice/procedural justice; due process and rule of law; case law; statutes and regulations; legislative process; Constitution of Canada; Charter of Rights and Freedoms; court system; basis of contract and tort law

Indigenous perspectives on law

Resources for guiding ethical practice: codes of ethics; ethical decision-making frameworks; interdisciplinary practice; moral communities of practice

Contextual factors that affect ethical nursing practice

Nurses' legal accountabilities: professional competence, misconduct, malpractice

Patients' rights and patient care, including statutory duties, contractual duties and tort duties, in particular a discussion of negligence, direct, vicarious and corporate liability, medical products liability, risk management and quality assurance as well as insurance

Public health/population health promotion ethics

Legal context of health care systems: The legal relationship between patients/clients and the health care institutions caring for them as well as the governmental agencies involved

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

Keatings, M. & Adams, P. (2020). Ethical and legal issues in Canadian nursing. (4th Ed.). Elsevier, Toronto Ontario.

Supplementary readings- journal articles, Acts and regulations of BC, legislation and Nursing standards of practice documents and Code of Ethics

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

This is part of a group proposal with NURS 4164 (or 4064).

### Additional Information

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Provide any additional information if necessary.

NURS 4168 Health Ethics is currently a 3 credit course. NURS 4169 Health Law, is currently a 3 credit course. Feedback from faculty is to merge these courses into a combined Health Ethics and Law course so that these principles can be explored together and to bring the total course credits to 3. The additional credit will then be added to NURS (4064 or 4164 depending on Course number approved).

Supporting

documentation:

Reviewer

Comments

**Darija Rabadzija (drabadzija) (09/09/21 2:38 pm):** Rollback: rollback

**Darija Rabadzija (drabadzija) (09/13/21 2:08 pm):** Rollback: rollback

### Marketing Information

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

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

Make Available on Website:            No

# Course Change Request

Date Submitted: 07/11/22 9:54 am

Viewing: **NURS 4261 : Nursing Leadership**

Last approved: 06/30/22 6:35 am

Last edit: 08/17/22 11:20 am

Changes proposed by: sdesbiens

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:  
Nursing Leadership

Effective Date: January 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 07/11/22 10:06 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
2. 08/02/22 6:21 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 11:48 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Jul 22, 2020 by  
rklann
2. Aug 7, 2020 by  
Nicole Degagne  
(ndegagne)
3. Dec 4, 2021 by  
Melinda Schram  
(mschram)

94  
4. Jun 30, 2022 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	<del>778.783.5125 604-871</del> <del>7000/5131</del>
<b>Sarah Desbiens</b> <del>Ruth Klann</del>	<b>sdesbiens@vcc.ca</b> <del>rklann@vcc.ca</del>	<b>778.783.5131 604-871</b> <del>7000/5090</del>

Banner Course Name: Nursing Leadership

Subject Code: NURS - Nursing

Course Number: 4261

Year of Study: 4th Year Post-secondary

Credits: 3

Bridge College Code: UT

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

This course offers students **the an** opportunity to advance their knowledge **regarding about the elements of** nursing leadership and **how why** nursing leadership plays a vital role in the future of **nursing and the delivery of health care. nursing-** **Students will develop skills and knowledge regarding coordination and influencing change, within the context of nursing care. Students will consider and develop their personal philosophy of leadership, considering factors such as advocacy, quality improvement, cultural safety, relational leadership, the role of communication and collaboration in nursing leadership and the role and function of the interdisciplinary team. Additionally, it will help students to strengthen their own personal leadership practice-**

Course Pre-Requisites (if applicable):

NURS 4163, NURS 4164, NURS 4166, NURS 4168, NURS 4169.

Course Co-requisites (if applicable):

NURS 4264.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Articulate <b>their own</b> philosophy of leadership
CLO #2	Implement leadership behaviors that reflect <b>their own</b> values
CLO #3	Discuss future trends influencing nursing practice
CLO #4	Appeal to others to share their vision
CLO #5	Seek opportunities to strengthen their leadership skills
CLO #6	Describe strategies to deal with conflict generated by change
CLO #7	Challenge others to try new approaches
CLO #8	Identify nursing responsibilities related to assignment and delegation between registered nurses, licensed practical nurses, and unregulated care providers
<del>CLO #9</del>	<del>Demonstrate appreciation for contributions made by others</del>
CLO #9 <del>#10</del>	Identify how to 'strive for excellence' in their nursing career
CLO #10 <del>#11</del>	Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional

Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

## Evaluation and Grading

---

Grading System:

Letter Grade (A-F)

Passing grade:

**C 60%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	100	Multiple in class and written assignments

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                    **45 ~~75~~**

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

---

Check all that apply:

**Lecture**

**Online**

Hours in Category 1:                    **45 ~~30~~**

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:                    **45**

Course Topics

Course Topics:



**Course Topics:**

- The Nature of Leadership
- New Approaches to Leadership
- Commitment to Change
- Modeling the Way
- Lifelong Leadership

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?

No

*Is this the primary proposal?*

Provide a rationale  
for this proposal:

Need to update the Course description as well as correct the number of hours reflected in Course leaf. This is a 3 credit course and thus should state 45 total hours-not 75.

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

none

Consultations

<b>Consulted Areas</b>	<b>Consultation Comments</b>
Faculty/Department	Course description was passed through email communication with faculty.

### **Additional Information**

---

Provide any additional information if necessary.

# Course Change Request

Date Submitted: 06/02/22 11:35 am

Viewing: **NURS 4264 : Focused Preceptorship**

Last approved: 02/10/22 5:37 am

Last edit: 08/16/22 12:04 pm

Changes proposed by: sdesbiens

Programs  
referencing this  
course

[44: Bachelor of Science in Nursing \(First Year Entry\)](#)

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Focused Preceptorship

Effective Date: January 2023

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

## In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/02/22 11:15 am  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
2. 06/02/22 11:36 am  
Sarah Desbiens  
(sdesbiens):  
Approved for 5031  
Leader
3. 08/02/22 6:22 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
4. 08/17/22 11:48 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
5. 08/17/22 12:57 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to  
Curriculum  
Committee Chair for  
Records

99  
6. 08/17/22 12:59 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

### History

1. Jul 23, 2020 by  
rklann
2. Feb 10, 2022 by  
Leszek Apouchtine  
(lapouchtine)

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan@vcc.ca	<b>778.783.5125</b> <del>604-871-7000/5131</del>
<b>Sarah Desbiens</b> <del>Ruth Klann</del>	<b>sdesbiens@vcc.ca</b> <del>rklann@vcc.ca</del>	<b>778.783.5131</b> <del>604-871-7000/5090</del>

Banner Course      Focused Preceptorship  
Name:

Subject Code:      NURS - Nursing

Course Number      4264

Year of Study      4th Year Post-secondary

Credits:            12

Bridge College Code    UT

Bridge Billing Hours    12

Bridge Course Level    01

#### Course Description:

This course is designed to provide the student with consolidated practice experience. A concentrated experience at a primary site will enhance and further develop the student's scope of practice. A variety of clinical activities will facilitate the integration of core curriculum concepts including determinants of health,

transitions, and principles of primary health care. An evidence-informed approach will be reflected in the practice area. Preceptorship students will have the opportunity to further integrate theory and skills in preparation for entry to practice. The student will be partnered with an RN preceptor who will assist the student to gradually assume responsibility for entry-level RN practice.

Course Pre-Requisites (if applicable):

NURS 4163, NURS 4164, NURS 4166, NURS 4168, NURS 4169.

Course Co-requisites (if applicable):

NURS 4261.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Maintain professional responsibility and accountability of nursing practice, and professional conduct.
CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	Uphold and promote the ethical standards of the nursing profession.
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional

Strategies:

Professional practice experience

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

S = 72% average on all applicable assignments

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other <b>Clinical Examination</b>	S/U	Preceptorship Preparation <b>NCLEX exam Preparation</b>
Other	<b>S/U</b>	Clinical Self and Instructor Evaluations
Assignments	S/U	Journals

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 360

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

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

**Practicum**

Hours in Category 3: 360

Course Topics

**Course Topics:**

Individualized depending on site of practice.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** Renewal of Dental Reception Certificate program

### BACKGROUND:

The Dental Reception program went through a program renewal in 2019-2020. The renewal recommended enhancements to the curriculum to reflect current industry standards related to computer software, communication skills, and infection control. Concepts of cultural safety, equity, and the impacts of colonialism on the health of Indigenous people in Canada were also added to the program. In addition, the dental radiography course was removed as outside the scope of typical dental reception work.

The resulting program is designed to be taught primarily online, with an in-person practicum acting as a capstone to the program. The certificate has been reduced in length to 15 weeks from 5 months, allowing it to be taught in one term. The program is also changing its name from “Dental Reception Coordinator Certificate” to “Dental Reception Certificate.” During the renewal process, discussions with industry partners showed that the term coordinator was not commonly used.

### DISCUSSION:

Ling Lo Yan, Department Head of the program, and Ellen Squires, curriculum developer, presented the proposal. The Committee recommended some changes to the Banner names of course for clarity, and some additional hours were added to four of the courses to bring them fully in line with policy C.1.4 Assignment of Credits to Courses.

The Committee had a lengthy discussion about the amount of exams/quizzes in the course evaluation plans. The department will be working with Julie Gilbert from the Centre for Teaching, Learning and Research in the fall on exploring authentic and effective assessments, particularly in the online learning environment; additional changes are likely. In the meantime, the department proposed adding percentage ranges to some assessments to provide flexibility for instructors.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Dental Reception Certificate program and five new courses: DREC 1111 Dental Practice Theory, DREC 1112 Dental Practice Communication and Professionalism, DREC 1113 Dental Practice Administration, DREC 1114 Dental Practice Software, and DREC 1121 Dental Practice Practicum.

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

**DATE:** August 17, 2022

# Program Change Request

Date Submitted: 08/02/22 1:50 pm

Viewing: **Dental Reception Coordinator**

## Certificate

Last approved: 08/02/22 10:25 am

Last edit: 08/26/22 10:40 am

Changes proposed by: lloyan

Catalog Pages Using  
this Program

[Dental Reception Coordinator Certificate](#)

Program Name:

Dental Reception **Coordinator** Certificate

Credential Level: Certificate

Effective Date: **January 2023** ~~September 2018~~

Effective Catalog  
Edition: 2021-2022

School/Centre: Health Sciences

Department: Dental Reception Coordinator (5104)

Contact(s)

### In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**

### Approval Path

1. 08/02/22 1:51 pm  
Pik Ling Lo Yan  
(lloyan): Approved  
for 5104 Leader
2. 08/02/22 9:23 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/17/22 4:05 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5104  
Leader for  
Curriculum  
Committee Chair
4. 08/31/22 7:15 pm  
Pik Ling Lo Yan  
(lloyan): Approved  
for 5104 Leader
5. 09/01/22 3:44 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/06/22 10:34 am  
Todd Rowlatt  
(trowlatt): Approved

## History

1. Dec 18, 2017 by  
clmig-jwehrheim
2. May 14, 2018 by  
cdeans
3. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
4. Apr 20, 2020 by  
Darija Rabadzija  
(drabadzija)
5. Sep 29, 2020 by  
Nicole Degagne  
(ndegagne)
6. Mar 4, 2021 by  
Darija Rabadzija  
(drabadzija)
7. Aug 2, 2022 by  
Darija Rabadzija  
(drabadzija)
8. Aug 2, 2022 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
Ling Lo Yan =	lloyan@vcc.ca =	604.443.8492 =

## Program Content Guide

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### Purpose

The Dental Reception **Coordinator** program provides **students graduates** with the **knowledge, skills, knowledge** and practical experience to enter a career as a Dental Receptionist. Graduates will **work as a member of acquire** the **specialized knowledge, skills and attitudes to function as a** dental health team **in an member with dependent,** interrelated and independent roles.



Grade 12 graduation or equivalent\*

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

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

or

English Language Proficiency at an English 12 'C' level

\*Students who have graduated from a Level II Dental Assisting program accredited by the Commission on Dental Accreditation of Canada are exempt from these requirements.

Notes: ~~After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online~~

**It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.**

~~Students who complete DAST 1515 Dental Radiography and DAST 1516 Clinical Dental Radiography or DENT 1505 Dental Radiography 1, DENT 2995 Dental Radiography 2 and DENT 3745 Dental Radiography 3 are exempt from DREC1242.~~ Upon Acceptance:

**Criminal Record Check (CRC): Students in this program are required to complete a CRC. The CRC must be completed according ~~Criminal Record Check (CRC) is required upon acceptance~~ to VCC's Criminal Record Check Instructions. ~~the program, in accordance with the Criminal Records Review Act.~~ **Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.****

~~All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record.~~ After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online. **It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.** ~~Proof of a negative tuberculosis (TB) skin test.~~ **Students must submit a negative TB skin test taken within 6 months of acceptance to the program.** ~~test, a negative TB chest x-ray report is required.~~ **If the TB skin test is positive, a negative TB chest x-ray is required.**

**A completed VCC School of Health Sciences Immunization record.** ~~A current "C" certification in Cardiopulmonary Resuscitation (CPR)~~ **The immunizations in the following immunizations** are strongly recommended, and may be required ~~for~~ **for** practicum placement in the program:

~~Pertussis~~ Diphtheria

Tetanus

**Pertussis**

**Poliomyelitis**

~~Polio~~ Measles/Mumps/Rubella (**MMR**)

**Varicella (Chicken Pox)**

~~Chicken Pox~~ Hepatitis B

**Meningococcal**

**Influenza Vaccination (annually)**

**COVID-19 Vaccination**

~~Influenza (required annually)~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Dental Reception ~~Coordinator~~ program is **fifteen weeks** ~~five months~~ in length. Students must complete the program within **two** ~~three~~ years. Please refer to **the** Student Handbook for conditions for re-admission to ~~the the~~ program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the Standards of Practice and bylaws of the provincial regulatory authority in the dental practice to provide safe and competent patient care.
PLO #2	Use problem-solving strategies and decision-making processes when dealing with challenges in the dental health care setting.
PLO #3	Integrate ethics and professionalism when working with patients and the dental health care team.
PLO #4	Demonstrate professional responsibility and accountability when working as a dental receptionist.
PLO #5	Demonstrate the use of self-reflection to enhance office management and ensure quality practice.
PLO #6	Integrate effective communication strategies when interacting with patients and team members.
PLO #7	Integrate strategies that support cultural safety and humility in the dental practice setting.
PLO #8	Employ administrative and dental software skills to effectively coordinate office business.

Upon completion of this program, the graduate will be able to: Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care. Integrate knowledge and critical thinking skills in dental reception practice. Use problem-solving strategies and decision-making processes in dental reception practice. Integrate ethics and professionalism into dental reception practice. Demonstrate professional responsibility and accountability in dental reception practice. Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.

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

The Dental Reception ~~Coordinator~~ program is offered on a **full-time full-time** basis, over **one term. two terms**. ~~Term 1 consists of theory, while Term 2 consists of theory and clinical dental radiography.~~ The ~~theory~~ courses are **delivered in an online format** ~~presented~~ through lectures, small group discussions, seminars, **group online** activities, assigned readings, **reflection, self-studies, self-study** and dental management software. ~~Clinical radiography skills are presented and practiced in the dental clinic. The clinical competencies are developed on manikins, peers, and patients.~~ Acquisition of **dental reception computer** and **software radiography** skills are enhanced through **practicum in a dental practice.** ~~practica rotations to dental practices.~~

The **theory** courses are **hierarchically** organized within the context of a dental office management **model and delivered in a sequential order to build on acquired knowledge.** **model: A health-model forms the foundation for the Dental Radiography course. Dental office practica are offered in Term 2. A practicum in a dental office Entry into the second term is scheduled at the end achieved through successful completion of the previous term. Students must complete all courses with a minimum grade of 'C+' (64%) in order to graduate.**

Theory courses are evaluated by assignments, group projects, presentations, quizzes and examinations. **Midterms and final theory exams are weighted at a maximum of 35% each. The final grade required in all theory courses is 64-67% (C+).** A maximum of **one two** comprehensive re-write **exam is exams are** offered within the program for final grades below 64%.

The **acquired knowledge from the dental theory courses is integrated into clinical radiography practice. Clinical competencies provide the basis for evaluation. Students are evaluated using manikins, peers and patients. The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded for each clinical course. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation. Course outlines are provided to the students on MOODLE (a computer learning management system). Attendance of all classes and practicum clinical experiences is strongly recommended as practical demonstrations, collaborative peer support required in order to truly understand and work are essential to truly understand master the theoretical and master the theoretical and practical practical components of the dental reception role.**

**role:**

**Note: Prerequisite for DREC 1121 Dental Practice Practicum requires successful completion of all four courses (DREC 1111 to 1114).**

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

### Recommended Characteristics of Students

**Ability to communicate effectively in both written and spoken English Empathic with a and caring attitude.**

Ability to work independently and within a team **environment. environment**

**Detail-oriented.**

**Detail oriented Effective time management skills. skills**

Computer literacy (email, word **processing, PDFs, cloud-based video conferencing processing** and use of the **internet).** **internet) Physical precautions — Those with back problems may be affected by the physical demands of the profession. Sensitive skin and allergies may also be affected by some procedures and materials.**

**Prospective students of this program should give due consideration to different skin and and lung irritants present in the dental office setting.**

Plan of Study Grid

Term One	Credits
<del>DREC-1131 Dental Administration 1</del>	<del>3</del>
<del>DREC-1132 Dental Communication 1</del>	<del>3</del>
<del>DREC-1110 Dental Theory 1</del>	<del>4</del>
<b>DREC 1111 Dental Practice Theory</b>	<b>2.5</b>
<b>DREC 1112 Dental Practice Communication and Professionalism 3</b>	<b>3</b>
<b>DREC 1113 Dental Practice Administration</b>	<b>5</b>
<b>DREC 1114 Dental Practice Software</b>	<b>7.5</b>
<b>DREC 1121 Dental Practice Practicum</b>	<b>2</b>
Credits	20
Term Two	
<del>DREC-1231 Dental Administration 2</del>	<del>7</del>
<del>DREC-1232 Dental Communication 2</del>	<del>7</del>
<del>DREC-1236 Dental Theory 2</del>	<del>1.5</del>
<del>DREC-1242 Dental Radiography</del>	<del>4.5</del>
Credits	0
Total Credits	20

Transcript of Achievement

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

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Pass	2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00

S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

**Course**

**Standings**

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

## Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

### Rationale and Consultations

Provide a rationale for this proposal.

The rationale for this proposal is to meet the recommendations stated in the 2020 DRC Program Renewal Summary report that was guided by the industry needs and students' experiences.

The DRC Program Renewal Self Study noted that this program is relevant to today's job market and highly regarded by students, graduates, industry, VCC faculty and staff, and members of the PAC. However, there was recognition of the need for curriculum enhancement in order to reflect current institutional, educational, industry and practice expectations.

Main recommendations from the Program Renewal report and Action Plan identify a need to update and enhance curriculum to reflect current standards such as computer software, communication skills, infection control skills, and alternative program delivery options. Furthermore, the removal of the Dental Radiography course was recommended.

Are there any expected costs to

this proposal.

The only foreseeable cost is the installation and maintenance of the extra dental software added to the program.

#### Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Met numerous times and it is ongoing through the CD process.
Registrar's Office	Consulted regarding scheduling and length of the program. Feedback was also given in regards to possible new tuition due to the credits change. If the tuition increases, we need to consider the new tuition is still competitive in the market. They also indicated to review credits, submit new course names to apply for course numbers and the deactivation of Dental Radiography.
Faculty/Department	Met numerous times and it is ongoing through the CD process.
Department Support Staff	Met numerous times and it is ongoing through the CD process.
Indigenous Education & Community Engagement (IECE)	Consulted regarding the Indigenization portion of the curriculum. Key points suggested to be included in the new curriculum: Impacts of colonization, relevance to health care, and reference to "In Plain Sight". Cover events such as 60s Scoop, different historical events that impacted Indigenous people including loss of land, children, identity, etc. Other suggestions/considerations: introduce cultural safety and humility as it affects all cultures before focusing on Indigenous aspects; discuss Indigenous terminology; include reflective activity, etc.
PAC/CEG	Met and discussed in the last two PAC meetings the results from the industry and student questionnaires. PAC supported the responses from these questionnaires to increase practicum time, add a second dental software, add more CLOs for soft skills, and remove the dental radiography portion which will be offered as an independent course.

Consultated Area	Consultation Comments
Other	Consultation with industry. Questionnaires were sent out to practicum dental offices. One of the findings was the need for an increased presence of soft skills in the program. Another finding was the low number of graduates who utilized the dental radiography skills learned in the program.
Other	Consultation with students. Questionnaires were sent out to formers and current students. Findings included the need to increase practicum time and the benefit of teaching a second software.
Other	Met with Garry McDermott from ACCESS for guidance on the Indigenization of the curriculum. Recommendations to include the impacts of colonialism on Indigenous health and cultural identity. It was also suggested to include the concepts of racism, diversity, inclusion.
Disabilities Services	This department was consulted in regards to attendance policy and student characteristics and language around describing these areas. Suggestions were given to reflect more inclusive statements in our new PCGs and Student Handbook.
Student Services	Student Success. This department was also consulted in regards to attendance policy and student characteristics and language around describing these areas. Suggestions were given to reflect more inclusive statements in our new PCGs and Student Handbook.
Learning Centre	This department suggested considering using other kinds of assessments other than written ones. These different types of assessments would align better when assessing professionalism and Indigenization.
Advising & Recruitment	Advising supported the removal of the Radiography portion from the curriculum with the optional completion module and the extension of the practicum as well as the inclusion of cultural safety and additional soft skills.



Consultated Area	Consultation Comments
International Education	Consultation with International Education regarding entrance requirements for international students. This program is not an option for international students as the length of the program is only 5 months.
Other	Other departments were consulted but no feedback was provided.

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:

Marketing Description

Learn dental terminology, radiography, specialized software, and the full set of skills needed to coordinate run a dental office.

What you will learn

What to expect

Reviewer

Comments

**Darija Rabadzija (drabadzija) (08/17/22 4:05 pm):** Rollback: rollback for edits

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/22 1:52 pm

Viewing: **DREC 1111 : Dental Practice Theory**

Last edit: 08/19/22 10:06 am

Changes proposed by: Iloyan

Programs  
referencing this  
course

[36: Dental Reception Certificate](#)

Course Name:

Dental Practice Theory

Effective Date:

January 2023

School/Centre:

Health Sciences

Department:

Dental Reception Coordinator (5104)

Contact(s)

### In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 04/01/22 6:35 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
2. 04/06/22 11:13 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 04/19/22 3:28 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 08/02/22 1:57 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
5. 08/04/22 5:44 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 08/17/22 4:06 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5104  
Leader for

115  
Curriculum

Committee Chair

7. 08/31/22 7:15 pm

Pik Ling Lo Yan

(lloyan): Approved

for 5104 Leader

8. 09/01/22 3:44 pm

Jo-Ellen Zakoor

(jzakoor): Approved

for SHS Dean

9. 09/06/22 10:34 am

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

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

Banner Course Name: Dental Practice Theory

Subject Code: DREC - Dental Reception

Course Number: 1111

Year of Study: 1st Year Post-secondary

Credits: 2.5

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

#### Course Description:

This course introduces the learners to the profession of dentistry with an emphasis on the role of the Dental Receptionist. Dental Theory course topics are focused on the head anatomy and tissues of the oral cavity which serve as foundational knowledge to understand different types of dental procedures and how tooth deposits are formed. Oral health and hygiene are examined in relation to general health and wellness.

Learners explore and analyze a healthy and compromised oral cavity, disease transmission and prevention, basic pharmacology, and dental nutritional needs. Health hazards associated with working in a dental

environment, safety, accident prevention, emergency care and infection prevention are also studied. Additionally, domestic violence and the role of the dental professional related to dental health are discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the dental profession and the role of the dental receptionist.
CLO #2	Identify and describe anatomical landmarks of the head.
CLO #3	Identify and describe tissues of the oral cavity.
CLO #4	Describe the basic principles of dental procedures.
CLO #5	Describe tooth deposits and their effect on the hard and soft tissues of the oral cavity.
CLO #6	Identify common diseases, conditions and pathologies of the oral cavity.
CLO #7	Discuss health promotion related to dental health.
CLO #8	Describe basic pharmacology and the management of medications.
CLO #9	Discuss health hazards related to dentistry, accident and emergency prevention and care.
CLO #10	Identify mechanisms of disease transmission and related infection prevention protocols.
CLO #11	Explain the principles of nutrition as related to oral health.
CLO #12	Discuss domestic violence and the role of dental professionals.

Instructional

Strategies:

Instructional strategies within this course may include lectures, seminars, case studies, self-reflection, and online activities.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-40	Assignments
Quizzes/Tests	5-20	Quizzes/Tests
Midterm Exam	15-30	Midterm Exam
Final Exam	15-30	Final Exam

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 38

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 38

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

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Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Dental Profession and role of the Dental Receptionist

Head Anatomy

Tissues of the Oral Cavity

Dental Procedures

Tooth Deposits

Oral Hygiene Self-Care

Oral Cavity Diseases, Conditions and Pathology

Pharmacology

Safety and Accident Prevention/Emergency Care

Infection Prevention and Control

Nutrition

Domestic Violence

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

Course resource information will be supplied by the department/instructor. <sup>[P]</sup><sub>[SEP]</sub>

## 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

DRC Certificate

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/22 1:54 pm

Viewing: **DREC 1112 : Dental Practice Comm & Prof**

Last edit: 08/19/22 10:09 am

Changes proposed by: lloyan

Programs  
referencing this  
course

[36: Dental Reception Certificate](#)

Course Name:

Dental Practice Communication and Professionalism

Effective Date:

January 2023

School/Centre:

Health Sciences

Department:

Dental Reception Coordinator (5104)

Contact(s)

### In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 04/01/22 6:35 pm  
Pik Ling Lo Yan  
(lloyan): Approved  
for 5104 Leader
2. 04/06/22 11:46 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 04/19/22 3:28 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 08/02/22 1:57 pm  
Pik Ling Lo Yan  
(lloyan): Approved  
for 5104 Leader
5. 08/02/22 9:24 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 08/17/22 4:06 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5104  
Leader for

120  
Curriculum

Committee Chair

7. 08/31/22 7:15 pm

Pik Ling Lo Yan

(lloyan): Approved  
for 5104 Leader

8. 09/01/22 3:44 pm

Jo-Ellen Zakoor

(jzakoor): Approved  
for SHS Dean

9. 09/06/22 10:34 am

Todd Rowlatt

(trowlatt): Approved  
for Curriculum

Committee Chair

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

Banner Course Name: Dental Practice Comm & Prof

Subject Code: DREC - Dental Reception

Course Number 1112

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

#### Course Description:

This course discusses professionalism and its importance within the role of the dental receptionist. The learner is introduced to communication and professional skills and behaviour in the dental health care setting. Additionally, health histories, records management and radiographic records are explored. The concepts of race, ethnicity, culture and diversity are considered within the context of professional communication and practice. Cultural safety and humility in relation to the Indigenous Peoples of Canada



are examined with a focus on diverse communities, cultures, languages, and practices. The history and impact of colonialism on the Indigenous Peoples of Canada are introduced in this course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the significance of health history information prior to providing dental care.
CLO #2	Explain key concepts for effective patient records management.
CLO #3	Manage radiographic images.
CLO #4	Demonstrate professionalism and communication skills as a dental receptionist in the dental healthcare setting.
CLO #5	Employ problem-solving skills and professional communication for conflict resolution.
CLO #6	Discuss concepts of equity, diversity, and inclusion.
CLO #7	Discuss the principles of cultural safety and humility.
CLO #8	Describe the impacts of colonialism on the health and well being of the Indigenous Peoples of Canada.

Instructional

Strategies:

Instructional strategies within this course may include lectures, seminars, case studies, self-reflection, and online activities.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-40	Assignments
Quizzes/Tests	5-20	Quizzes/Tests
Midterm Exam	15-30	Midterm exam
Final Exam	15-30	Final exam

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

Health Histories and Health Status Review

Records Management

Radiographic Records

Professionalism, Communication and Behaviour

Conflict Resolution

Culture, Ethnicity, Race and Diversity

Cultural Safety and Humility

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

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

Course resource information will be supplied by the department/instructor. 

## 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

Dental Reception Coordinator Certificate

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Darija Rabadzija (drabadzija) (04/19/22 3:28 pm):** Rollback: rollback

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/22 1:54 pm

Viewing: **DREC 1113 : Dental Practice Admin**

Last edit: 08/19/22 10:16 am

Changes proposed by: Iloyan

Programs  
referencing this  
course

[36: Dental Reception Certificate](#)

Course Name:

Dental Practice Administration

Effective Date:

January 2023

School/Centre:

Health Sciences

Department:

Dental Reception Coordinator (5104)

Contact(s)

### In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 04/01/22 6:36 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
2. 04/06/22 11:46 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 04/19/22 3:28 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 08/02/22 1:58 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
5. 08/02/22 9:24 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 08/17/22 4:06 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5104  
Leader for

125  
Curriculum

Committee Chair

7. 08/31/22 7:15 pm

Pik Ling Lo Yan

(lloyan): Approved

for 5104 Leader

8. 09/01/22 3:44 pm

Jo-Ellen Zakoor

(jzakoor): Approved

for SHS Dean

9. 09/06/22 10:34 am

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

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

Banner Course Name: Dental Practice Admin

Subject Code: DREC - Dental Reception

Course Number 1113

Year of Study 1st Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

#### Course Description:

This course focuses on dental office management. Learners are introduced to dental nomenclature, fee guides, practice building, marketing, payroll, and inventory control. Additionally, collections methods, accounts payable systems, basic software skills on how to manage coursework and departmental administrative requirements are explored. There is an emphasis on the importance of preparing and processing dental insurance claims and understanding dental plans as this is one of the major roles of the Dental Receptionist in the office.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe tooth numbering systems and charting principles.
CLO #2	Utilize computer and software skills to manage coursework and departmental administrative requirements.
CLO #3	Explain dental estimates and fees and the use of fee guides.
CLO #4	Prepare and process basic dental insurance claims.
CLO #5	Identify different aspects of dental insurance.
CLO #6	Describe provincial regulatory authority bylaws for practice building and marketing.
CLO #7	Maintain payroll records for the dental office personnel.
CLO #8	Utilize accounts payable systems for incurred office expenses.
CLO #9	Apply collection procedures on delinquent accounts for dental services rendered.
CLO #10	Identify systems used for inventory control.

Instructional

Strategies:

Instructional strategies within this course may include lectures, seminars, case studies, group work, online activities, self-reflection, and computer lab.

### **Evaluation and Grading**

---

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-40	Assignments
Quizzes/Tests	5-20	Quizzes/Tests
Midterm Exam	15-30	Midterm Exam
Final Exam	15-30	Final Exam

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 75

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 75

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

Dental Nomenclature

Computer and Software Skills

Dental Fees and Estimates

Basic Dental Insurance Claims

Dental Insurance Plans and Coverage

Practice Building and Marketing

Payroll Records

Account Payable

Collections

Inventory Control

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

Course resource information will be supplied by the department/instructor. 

## 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

Dental Reception Coordinator Certificate

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:



# Course Change Request

## New Course Proposal

Date Submitted: 08/02/22 1:55 pm

Viewing: **DREC 1114 : Dental Practice Software**

Last edit: 08/26/22 10:45 am

Changes proposed by: Iloyan

Programs  
referencing this  
course

[36: Dental Reception Certificate](#)

Course Name:

Dental Practice Software

Effective Date:

January 2023

School/Centre:

Health Sciences

Department:

Dental Reception Coordinator (5104)

Contact(s)

### In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 04/01/22 6:35 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
2. 04/06/22 11:46 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 04/19/22 3:28 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 08/02/22 1:58 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
5. 08/02/22 9:24 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 08/17/22 4:06 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5104  
Leader for

130  
Curriculum

Committee Chair

7. 08/31/22 7:15 pm

Pik Ling Lo Yan

(lloyan): Approved

for 5104 Leader

8. 09/01/22 3:44 pm

Jo-Ellen Zakoor

(jzakoor): Approved

for SHS Dean

9. 09/06/22 10:34 am

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

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

Banner Course Name: Dental Practice Software

Subject Code: DREC - Dental Reception

Course Number: 1114

Year of Study: 1st Year Post-secondary

Credits: 7.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course focuses on the business and financial management of a dental practice. Learners create and maintain patient files in a unique virtual practice utilizing dental management software. Fundamental computer entries such as personal data, medical histories, patient treatment, estimates, services rendered, insurance processing, and day, month, and year end procedures as well as appointment control are performed. There is also an exploration of the tracking and management of accounts receivable.

Additionally, dental charting and managing documents will be discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Demonstrate accurate data entry for patient information, transactions, ledger, and reports utilizing dental management software.
CLO #2	Demonstrate the management of appointment control for varied dental procedures using dental management software.
CLO #3	Document basic tooth conditions and dental observations using dental computer software system.
CLO #4	Discuss accounts receivable systems and financial arrangements utilizing dental management software system.
CLO #5	Demonstrate utilization of document manager module for dental computer software system.

Instructional

Strategies:

Instructional strategies within this course may include lectures, seminars, case studies, self-reflection, and online activities.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35-50	Assignments
Midterm Exam	15-30	Computer exam/dental software exam

Type	Percentage	Brief description of assessment activity
Final Exam	15-30	Computer exam/dental software exam

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 148

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

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 60

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

Check all that apply:

- Lab

Hours in Category 2: 88

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

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Maintenance Module, Patient Module, Transaction Module and Reports

Appointment Control

Charting

**Course Topics:**

Accounts Receivable and Financial Arrangements

Document Manager

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

Course resource information will be supplied by the department/instructor. P  
SEP

## 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

Dental Reception Coordinator Certificate

Provit

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Darija Rabadzija (drabadzija) (04/19/22 3:28 pm):** Rollback: rollback**Darija Rabadzija (drabadzija) (08/17/22 4:06 pm):** Rollback: rollback for edits

## Marketing Information

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

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/22 1:56 pm

Viewing: **DREC 1121 : Dental Practice Practicum**

Last edit: 08/15/22 9:11 am

Changes proposed by: Iloyan

Programs  
referencing this  
course

[36: Dental Reception Certificate](#)

Course Name:

Dental Practice Practicum

Effective Date:

January 2023

School/Centre:

Health Sciences

Department:

Dental Reception Coordinator (5104)

Contact(s)

### In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 04/01/22 6:36 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
2. 04/06/22 11:47 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 04/19/22 3:28 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 08/02/22 1:58 pm  
Pik Ling Lo Yan  
(Iloyan): Approved  
for 5104 Leader
5. 08/02/22 9:24 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 08/17/22 4:06 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to 5104  
Leader for

135  
Curriculum

Committee Chair

7. 08/31/22 7:15 pm

Pik Ling Lo Yan

(lloyan): Approved

for 5104 Leader

8. 09/01/22 3:44 pm

Jo-Ellen Zakoor

(jzakoor): Approved

for SHS Dean

9. 09/06/22 10:34 am

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

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

Banner Course Name: Dental Practice Practicum

Subject Code: DREC - Dental Reception

Course Number: 1121

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course enables learners to apply and integrate the knowledge gained in Term 1 in a dental practice setting. The learners are mentored by the dental office staff during the practicum period.

Course Pre-Requisites (if applicable):

DREC 1111; DREC 1112; DREC 1113; DREC 1114.

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify the standards of practice and bylaws of the provincial regulatory authority in the dental practice to provide safe and competent patient care.
CLO #2	Use entry level problem-solving strategies and decision-making processes when dealing with challenges in the dental health care setting.
CLO #3	Recognize ethics and professionalism when working with patients and the dental health care team.
CLO #4	Identify professional responsibility and accountability at an entry level when working as a dental receptionist.
CLO #5	Demonstrate the use of self-reflection to enhance office management and ensure quality practice.
CLO #6	Describe effective communication strategies when interacting with patients and team members.
CLO #7	Implement entry level administrative and dental software skills to effectively coordinate office business.
CLO #8	Recognize awareness of cultural safety and humility and how socio-cultural beliefs impact dental health and well-being.

Instructional

Strategies:

Mentoring in a dental office setting.

### Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity



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

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 64

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

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Check all that apply:

Hours in Category 1:

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

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Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Practicum

Hours in Category 3: 64

## Course Topics

### Course Topics:

Standards of Practice and bylaws of the provincial regulatory authority in the dental practice to provide safe and competent patient care.

Problem-solving strategies and decision-making processes when dealing with challenges in the dental health care setting.

**Course Topics:**

Ethics and professionalism when working with patients and the dental health care team.

Professional responsibility and accountability at a beginning level when working as a dental receptionist.

Self-reflection to enhance office management and ensure quality practice.

Effective communication strategies when interacting with patients and team members.

Beginning level administrative and dental software skills to effectively coordinate office business.

Cultural safety and humility and how socio-cultural beliefs impact dental health and well-being.

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

Mentoring in a dental office setting.

## 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

Dental Reception Coordinator Certificate

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** New suite of courses in Chef de Cuisine (CCC)

### BACKGROUND:

The Culinary Arts department is proposing a new suite of professional development courses in Chef de Cuisine. The designation 'Chef de Cuisine' is certified by the Canadian Culinary Institute (CCI) and is typically taken by professionals who are moving into or are already working as kitchen managers. Four courses are designed as preparation for the certification exams; the other two courses are designed to allow students to sign up for those exams through VCC. This is a common approach at other institutions.

Unlike most Chef de Cuisine programs, students are not required to take these courses in short succession as a program. Ysabel Sukic, Department Head of Culinary Arts, has worked with the CCI to create a modified pathway for cooks. Typically, cooks who are already in management take CCC programs to gain the designation but are already working in higher level roles. The hope is that professionals who aspire to work in kitchen management will begin taking these courses earlier in their careers to build their skills, finishing the certification as they move into management positions. For that reason, there is no program attached to these six courses. The students will be able to take the exam for the external certification and would receive course completion recognition from VCC.

### DISCUSSION:

Ms. Sukic, Department Head of Culinary Arts, presented the proposal. The Committee had no major concerns. Additional discussions are needed for implementation of this suite of programs through Continuing Studies, and there is potential to recognize elements of this suite of courses through badges or microcredentials. As there is already an external certification and the suite of courses will launch at the earliest in May 2023, there is time for those ongoing discussions.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, six new Chef de Cuisine courses: CUIS 3201 to 3206.

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

**DATE:** June 15, 2022

# Course Change Request

## New Course Proposal

Date Submitted: 05/11/22 9:20 am

Viewing: **CUIS 3201 : CCC Menu Planning**

## Development

Last edit: 06/09/22 3:53 pm

Changes proposed by: ysukic

Course Name:

Certified Chef de Cuisine (CCC) Menu Planning and Development

Effective Date:

May 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (5401)

Contact(s)

### In Workflow

1. **5401 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 05/11/22 11:11 am  
Ysabel Sukic  
(ysukic): Approved  
for 5401 Leader
2. 05/16/22 10:41 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/15/22 10:01 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8487

Banner Course

CCC Menu Planning Development

Name:

Subject Code:

CUIS - Culinary Arts and Cuisine

Course Number

3201

Year of Study

Continuing Professional Development

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

The Menu Planning and Development course will enable the learner to create, design, meet and assess sustainable menu product expectations, ensuring local safety and sanitation standards for a variety of menu types, according to specific client needs. The learner will also be able to measure the success of menus by conducting sales performance analyses.

This is one of four courses recommended for successful achievement of the Chef de Cuisine (CCC) Certification.

It is recommended that students complete CULI 001 CCC Nutrition and CULI 0003 CCC Cost Control prior to registering in Menu Planning and Development.

<https://www.canadianculinaryinstitute.ca/program-overview.html>

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

Cook Trade Red Seal

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

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

No

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Create a variety of menus that meet the needs of the establishment and client.
CLO #2	Apply local safety and sanitation standards for a variety of menu types.
CLO #3	Apply sustainable and supply chain procurement strategies to menu design.
CLO #4	Conduct and analyze ongoing sales performance of menus.

Instructional

Strategies:

Individual

Self paced research Online learning

Portfolio Assignments and Reflective Writing

## Evaluation and Grading

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Grading System: Percentages  
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	70	Learners are assessed through: Individual and group Database and Wiki contributions Reflective writings Discussion forum Case Study Report writing
Exam	30	Theoretical examination (as set by the CCC)

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

1. Define terminology associated with menu planning and design.
2. Demonstrate strategies to market the menu to achieve operational goals
3. Write menus targeted for specific uses and / or clients.
4. Cost and price menus using the most appropriate method for the situation
5. Develop menus that consider sustainability impact on the supply chain and the environment.

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

Fundamentals of Menu Planning, Wiley, Paul J. McVety, Bradley J. Ware, & Claudette Levesque Ware-3rd Ed.  
(ISBN 978-0-470-077267-7 Paper)

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

VCC has been approached multiple times over the years by the CCFCC (Canadian Culinary Federation) and BCCA (BC Chefs Association) and industry chefs requesting that we offer the Chef De Cuisine Program at VCC. Industry chefs have been flocking to SAIT and NAIT to achieve this industry recognized designation.

After consulting with the CCFCC CCI (Canadian Culinary Institute) chair, we have been give the option to offer these courses individually (not necessarily as a complete CCC program) in order to give working chefs the ability to

achieve this designation as their professional and personal lives allow.

However, all courses must be completed successfully, and candidates must receive CCFCC approval before being allowed to register for the CCC certification exams.

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

Faculty contract to teach the course - new faculty area in the department will be established

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	<p>Francesco:</p> <p>Menu Planning</p> <ul style="list-style-type: none"> <li>• 30 hours of lecture/seminar/online is 2 credits (hour-credit ratio is 15:1, so 30/15 = 2 credits)</li> <li>• Do we need to include credits for Continuing Professional Development?</li> </ul> <p>Nutrition</p> <ul style="list-style-type: none"> <li>• Same as Menu Planning re credits</li> <li>• CLO 1: Is it concept or concepts? I'd also just use the verb Describe <ul style="list-style-type: none"> <li>o E.g., Describe the concept of human nutrition and its impact on health OR Describe the concepts surrounding human nutrition and their impact on health.</li> </ul> </li> </ul> <p>HR Management</p> <ul style="list-style-type: none"> <li>• Same as above re credits</li> <li>• Do you think students will be able to "apply" legal and standards legislation in the workplace after this short course? I'm not sure. Possible rewrite for this CLO could be: <ul style="list-style-type: none"> <li>o Describe the legal framework of human resource management and the rights of employee and employer</li> </ul> </li> </ul> <p>Cost Control</p> <ul style="list-style-type: none"> <li>• Same as above re credits</li> <li>• I think there are too many verbs for the CLOs 1 and 3.</li> </ul> <p>My suggestions:</p>



Consulted Areas	Consultation Comments
	<p data-bbox="820 142 1437 226">o CLO 1 – Implement and evaluate effective cost control....</p> <p data-bbox="820 237 1461 275">o CLO 3 – Apply and evaluate effective inventory...</p> <ul data-bbox="820 285 1510 415" style="list-style-type: none"><li data-bbox="820 285 1274 323">• Write out the full form for HACCP</li><li data-bbox="820 333 1510 415">• Will all 10 course topics be covered under the three CLOs?</li></ul> <p data-bbox="820 478 998 516">Exam courses</p> <ul data-bbox="820 527 1510 888" style="list-style-type: none"><li data-bbox="820 527 1510 657">• I’m not sure if we need course outlines for the exam courses. Maybe we do, but I haven’t come across this yet. Todd R would know.</li><li data-bbox="820 667 1307 705">• Are the exams administered at VCC?</li><li data-bbox="820 716 1510 888">• If we do need course outlines, then the hours would probably match the hours of the exam. (E.g., the theoretical exam is three hours, so I’d put three hours for total hours. Currently, the total hours is 100)</li></ul> <p data-bbox="820 951 1461 1035">Have you run these draft outlines by the Canadian Culinary Institute?</p>

Consulted Areas	Consultation Comments
Registrar's Office	<p data-bbox="821 159 1520 331">Dawn: I noticed that these courses at NAIT are offered by the Continuing Education department (for the modest fee of \$400), and are 0 credit. Of course, VCC may choose to assign credit to these courses.</p> <p data-bbox="821 394 1528 567">These courses and the content appear to be required for the CCC certification, and I have no concerns. There are a few minor spelling and grammar items we would want to correct before publishing these courses.</p> <p data-bbox="821 630 1520 852">I have no objection to marketing these courses as micro-credentials. This is still something institutionally we are developing our best practices on, so it may come up at Curriculum Committee or EdCo, but I think what you have assigned (1 credit) is reasonable.</p> <p data-bbox="821 915 1503 1272">I would support the idea of offering this as a program (and individual courses for those not needing all of them). I am making some assumptions, but I would guess people pursuing these courses are intending to obtain CCC designation. Completing the whole program would help them reach that goal. It is also a nice package (for marketing purposes), both for incoming and current students.</p> <p data-bbox="821 1335 1520 1461">If you want students to be able to register in individual courses without applying for a program, I would recommend running the courses through CS.</p> <p data-bbox="821 1524 1520 1839">On the base side, all of our courses exist within programs, and even students who want to take just one course within a program (e.g. UT) must apply to the program. They are not obligated to complete the program, but VCC does not currently have an undeclared/open registration option on the base side (though I would very much like to fix this...some day!).</p>
Faculty/Department	<p data-bbox="821 1881 1536 2007">Excited to get this going, will be submitting a request to create a new area in our department for faculty qualified to teach this</p>

Consulted Areas	Consultation Comments
Department Support Staff	excited to see this option
Advising & Recruitment	
Disabilities Services	
Facilities	
Indigenous Education & Community Engagement (IECE)	
Library	<p>Todd: I think the outcomes are a little too brief, at least for the 4 content courses. Can we get a couple of outcomes for each, instead of the one very broad one?</p> <p>Your options right now for microcredentials:</p> <ol style="list-style-type: none"> <li>1. "Statements of Completion" for each individual course</li> <li>2. "Award of Achievement" for a cluster of courses - either the 4 content courses or all 6 courses in theory.</li> </ol>
Marketing & Communications	
Learning Centre	
Affiliation, Articulation, and/or Accreditation Bodies	
PAC/CEG	
Other	

## Additional Information

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Provide any additional information if necessary.

Recommended courses to complete before registering in CCC Menu Development:

CULI ??? Chef de Cuisine (CCC) Cost Controls

CULI ??? Chef de Cuisine (CCC) Nutrition

Banner course names and numbers only filled in order to start workflow.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 05/11/22 9:21 am

Viewing: **CUIS 3202 : CCC Nutrition**

Last edit: 06/09/22 3:54 pm

Changes proposed by: ysukic

Course Name:

Certified Chef de Cuisine (CCC) Nutrition

Effective Date:

May 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (5401)

Contact(s)

### In Workflow

1. **5401 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 05/11/22 11:11 am  
Ysabel Sukic  
(ysukic): Approved  
for 5401 Leader
2. 05/16/22 10:43 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/15/22 10:04 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8487

Banner Course  
Name:

CCC Nutrition

Subject Code:

CUIS - Culinary Arts and Cuisine

Course Number

3202

Year of Study

Continuing Professional Development

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

The Nutrition course covers the concepts of human nutrition and their impact on health. It provides the learner the ability to apply nutritional knowledge for recipe modification, dietary considerations and restrictions, food preparation and menu planning.

This is one of four courses recommended for successful achievement of the Chef de Cuisine (CCC) Certification.

<https://www.canadianculinaryinstitute.ca/program-overview.html>

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

Cook Trade Red Seal

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

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

No

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe and apply the concepts of human nutrition and impact on health.
CLO #2	Identify and describe specific dietary considerations and restrictions to meet the needs of the customer.
CLO #3	Apply nutritional knowledge to recipe modification, food preparation and menu planning.

**Instructional**

**Strategies:**

Individual

Self paced research Online learning

Portfolio Assignments and Reflective Writing

## Evaluation and Grading

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Grading System: Percentages Passing grade:  
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	70	Learners are assessed through: Individual and group Database and Wiki contributions Reflective writings Discussion forum Case Study Report writing
Exam	30	Theoretical examination (as set by the CCC)

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Canadian Food Service Industry Current Health Trends
2. Nutrition and Body Performance.
3. Importance of Protein in the Diet.
4. Nutritional Balance
5. Nutrient Modified Foods in the Food Industry
6. Health Specific Nutritional Menu Recommendations.
7. Plan, Prepare and Serve a Healthy Menu

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

NUTRITION, Science and Applications, Smolin, Grosvenor, Gurfunkel, Wiley,  
(ISBN 978-1-118-87838-5 (bound)/ISBN 978-1-119-04797-1 (PDF)

Cooking for Special Diets, Katherine Polenz CIA, Wiley  
(ISBN 978-1-118-13775-8 (cloth)

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

CUIS 3201

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 05/11/22 9:21 am

Viewing: **CUIS 3203 : CCC Human Resource Management**

Last edit: 06/09/22 3:54 pm

Changes proposed by: ysukic

Course Name:

Certified Chef de Cuisine (CCC) Human Resource Management

Effective Date:

May 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (5401)

Contact(s)

### In Workflow

1. **5401 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 05/11/22 11:11 am  
Ysabel Sukic  
(ysukic): Approved  
for 5401 Leader
2. 05/16/22 10:44 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/15/22 10:04 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8487

Banner Course

CCC Human Resource Management

Name:

Subject Code:

CUIS - Culinary Arts and Cuisine

Course Number

3203

Year of Study

Continuing Professional Development

Credits:

0



Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides students with working knowledge of human resource management in the hospitality and food services industry. Students will learn how to create an efficient team through recruiting, hiring and dismissing, onboarding, training, scheduling, monitoring, appraising employees. This course also reviews human rights legislation, collective agreements, and workplace ethics, which are essential to ensuring a safe and positive working environment for employees.

This is one of four courses recommended for successful achievement of the Chef de Cuisine (CCC) Certification.

<https://www.canadianculinaryinstitute.ca/program-overview.html>

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

Cook Trade Red Seal

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

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

No

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe and comply with the legal framework of human resource management and the rights of the employee and employer.
CLO #2	Apply and maintain, in-place collective agreements and institutional policies.
CLO #3	Establish and maintain a professional, safe, and positive working environment
CLO #4	Perform Human Resource Management tasks including recruitment, interviews, orientation and onboarding, performance appraisals and termination.

Instructional

Strategies:

Individual

Self paced research Online learning

Portfolio Assignments and Reflective Writing

## Evaluation and Grading

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Grading System: Percentages  
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	70	Learners are assessed through: Individual and group Database and Wiki contributions Reflective writings Discussion forum Case Study Report writing
Exam	30	Theoretical examination (as set by the CCC)

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Introduction to Effective Human Resources Practices
2. The Canadian Employment Legal Environment
3. Leading a Cohesive, Customer Focused Team
4. Building Your Team – Recruitment
5. Employee Orientation
6. Effective Training Practices
7. Managing Performance
8. Managing in a Unionized Environment

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

CUIS 3201

Provide a ratio  
for this proposal

# Course Change Request

## New Course Proposal

Date Submitted: 05/11/22 9:21 am

Viewing: **CUIS 3204 : CCC Cost Controls**

Last edit: 06/09/22 3:54 pm

Changes proposed by: ysukic

Course Name:

Certified Chef de Cuisine (CCC) Cost Controls

Effective Date:

May 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (5401)

Contact(s)

### In Workflow

1. **5401 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 05/11/22 11:11 am  
Ysabel Sukic  
(ysukic): Approved  
for 5401 Leader
2. 05/16/22 10:45 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/15/22 10:04 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8487

Banner Course  
Name:

CCC Cost Controls

Subject Code:

CUIS - Culinary Arts and Cuisine

Course Number

3204

Year of Study

Continuing Professional Development

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides students with a comprehensive understanding of the implementation and management of forecasting and cost controls in food operations. These skills are essential for balancing customer satisfaction and financial obligations in a multi-faceted, competitive industry.

This is one of four courses recommended for successful achievement of the Chef de Cuisine (CCC) Certification.

<https://www.canadianculinaryinstitute.ca/program-overview.html>

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

Cook Trade Red Seal

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

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

No

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Implement and evaluate effective of cost control systems and take corrective action when required.
CLO #2	Analyze, and apply competitive cost strategies for a dynamic marketplace.
CLO #3	Evaluate and maintain effective Inventory and Hazardous Analysis Critical Control Point (HACCP) systems and controls.

**Instructional**

**Strategies:**

Self paced research online learning

Individual and Group Work

Reflection and Portfolio Assignments

## Evaluation and Grading

---

Grading System: Percentages Passing grade:  
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	70	Learners are assessed through: Individual and group Database and Wiki contributions Reflective writings Discussion forum Case Study Report writing
Exam	30	Theoretical examination (as set by the CCC)

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

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

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Managing Operating Budgets
2. Inventory Management
3. Restaurant Food Costs
4. Labour Cost Control Management
5. Production and Serving Controls
6. Energy Conservation
7. Establish Standards to receive, store and issue products
8. Concepts and terminology for Cost Control Systems and Budget Process
9. Cost Analysis-Actual, Variances, Corrective Action and Evaluation
10. Purchasing and Procurement procedures

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

Foundations of Cost Control, Pearson, Daniel Traster  
(ISBN-13: 9780132156561, online supplement)

## 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

CUIS 3201

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 05/11/22 9:22 am

Viewing: **CUIS 3205 : CCC Theory Exam**

Last edit: 06/07/22 11:02 am

Changes proposed by: ysukic

Course Name:

Certified Chef de Cuisine (CCC) Theory Exam

Effective Date:

May 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (5401)

Contact(s)

### In Workflow

1. **5401 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 05/11/22 11:12 am  
Ysabel Sukic  
(ysukic): Approved  
for 5401 Leader
2. 05/16/22 10:46 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/15/22 10:04 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	604.443.8487

Banner Course

CCC Theory Exam

Name:

Subject Code:

CUIS - Culinary Arts and Cuisine

Course Number

3205

Year of Study

Continuing Professional Development

Credits:

0



Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

The National Canadian Culinary Institute (CCI) written exam is a three-hour comprehensive theoretical assessment that covers human resource management, cost controls, menu planning, and nutrition.

It is recommended, but not required, that students complete CULI 000 CCC Menu Planning and Development, CULI 001 CCC Nutrition, CULI 0002 CCC Human Resource Management and CULI 0003 CCC Cost Control prior to registering for the CCC certification exams.

<https://www.canadianculinaryinstitute.ca/program-overview.html>

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

CCFCC/CCI letter of approval

Proof of paid CCI registrations fees (\$750 for member/\$1500 non-member)

Cook Trade Red Seal certificate

Valid FoodSafe Level 1 certificate

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

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

No

**Course Learning**

**Outcomes (CLO):**

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	<p>Apply all theoretical concepts in the areas of Human Resource Management, Cost Controls, Menu Planning and Nutrition;</p> <p>Approval to register for the CCC practical examinations.</p>

Instructional

Strategies:

na

## Evaluation and Grading

---

Grading System: Percentages Passing grade:  
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	100	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

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

---

Check all that apply:

Hours in Category 1: 100

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

## Course Topics

## Course Topics:

na

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

CUIS 3201

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 05/11/22 9:23 am

Viewing: **CUIS 3206 : CCC Practical Exam - 2 Parts**

Last edit: 06/07/22 11:02 am

Changes proposed by: ysukic

Course Name:

Certified Chef de Cuisine (CCC) Practical Exam - 2 Parts

Effective Date:

May 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (5401)

Contact(s)

### In Workflow

1. **5401 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 05/11/22 11:12 am  
Ysabel Sukic  
(ysukic): Approved  
for 5401 Leader
2. 05/16/22 10:48 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/15/22 10:04 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	604.443.8487

Banner Course  
Name:

CCC Practical Exam - 2 Parts

Subject Code:

CUIS - Culinary Arts and Cuisine

Course Number

3206

Year of Study

Continuing Professional Development

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

The National Canadian Culinary Institute (CCI) practical exam is administered and completed over a two-day period. Candidates must receive a 70% mark in Part 1 in order to proceed to Part 2 of the examination.

- Part 1, candidates will design and cost a written menu, standard recipes, and food requisitions as outlined by the CCFCC/CCI.
- Part 2, candidates will prepare, execute, and present the Day 1 menu.

<https://www.canadianculinaryinstitute.ca/practical-exam.html>

Students must complete part 1 and part 2 of the practical exams within a 48 hour period.

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

Certified Chef de Cuisine (CCC) Theory Exam

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

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

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Be granted a Chef de Cuisine Certification by the CCI (Canadian Culinary Institute)

#### Instructional

#### Strategies:

na

## Evaluation and Grading

---

Grading System:

Percentages

Passing grade:

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	50	Candidates are assessed through a Menu Development Submission:  The candidates are given 8 hours to prepare a costed, six-course menu for four (4) covers from a provided list of ingredients meeting the outlined Canadian Culinary Institute (CCI) criteria.
Exam	50	Candidates are assessed through the 8-hour practical exam consisting of Day 1 menu production, execution and presentation.

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 16

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

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2: 16

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

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

na

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

CUIS 3201

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments



## DECISION NOTE

<b>PREPARED FOR:</b>	Education Council
<b>DATE:</b>	September 13, 2022
<b>ISSUE:</b>	Renewal of Hospitality Management Diploma curriculum with new certificate exit option

### BACKGROUND:

The Hospitality Management department completed a program renewal last year. In Spring 2022, all faculty in the department participated in a month-long “curriculum sprint” to redesign their program. This sprint included two instructional designers as facilitators, extensive consultation with external industry experts and internal areas of the College (including International Education, CTLR, the Registrar’s Office and the Library) to significantly revise the curriculum. 12 courses were revised and 8 new courses created. An exit credential was created to allow students to leave after one year with a Hospitality Management Certificate, and a 6-credit co-op course was added to the end of the program as well.

### DISCUSSION:

Willy Aroca Aguirre and Monique Paassen, Department Leaders of Hospitality Management, and Dennis Innes, Dean of Hospitality, Food Studies and Applied Business, presented the proposal. The Committee had an excellent conversation about the changes to the program, and in particular commended the addition of a co-op course along with a number of other work-integrated learning opportunities for students to practically apply their skills and knowledge; this includes planning events that engage VCC’s communities.

The Committee requested a number of changes as well, all of which have been completed:

- Adjustments to course learning outcomes that reframe how students learn to reasonably support manager and guest expectations (the culture of “exceeding expectations” that is common in the hospitality industry)
- Established a maximum time for completion for the exit certificate at 2 years (the maximum time to complete the full diploma is 5 years)
- A number of courses use percentage ranges for their course evaluations (e.g., 15-25 percent for an exam, 20-25 percent for a project). The ranges needed to be adjusted for a number of courses to equal more than the minimum 100 percent.

The Committee also had a longer conversation about how the program is starting a process of decolonization and Indigenization. Currently, there is only limited engagement with Indigenous tourism and hospitality in the curriculum documents; the department is working with Clay Little, Associate



Director in Indigenous Education & Community Engagement, and will be doing additional course development next spring to add depth to these discussions before the program launch in September 2023.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revised Hospitality Management Diploma program content guide, 12 revised and 8 new courses, and recommend the Board of Governors approve the new Hospitality Management Certificate exit credential.

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

**DATE:** June 15, 2022

# Program Change Request

Date Submitted: 06/06/22 5:49 pm

Viewing: **Hospitality Management Diploma**

Last approved: 08/21/19 9:43 am

Last edit: 06/17/22 2:13 pm

Changes proposed by: trowlatt

Catalog Pages Using  
this Program

[Hospitality Management Diploma](#)

Program Name:

Hospitality Management Diploma

Credential Level: Diploma

Effective Date: **September 2023** ~~January 2019~~

Effective Catalog Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Board of Directors

## Approval Path

1. 06/07/22 7:35 am  
Monique Paassen (mpaassen):  
Approved for 5701 Leader
2. 06/07/22 8:45 am  
Dennis Innes (dinnnes): Approved for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

## History

1. Dec 20, 2017 by clmig-jwehrheim
2. Aug 9, 2018 by Nicole Degagne (ndegagne)
3. Dec 14, 2018 by Monique Paassen (mpaassen)

171  
4. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Monique Paassen	mpassen@vcc.ca	8388

## Program Content Guide

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### Purpose

The Hospitality Industry consists of a diverse range of business types and sizes, from multi-national hotel corporations and restaurant chains to family-owned and operated outlets. The industry's increasing diversity, coupled with its position as British Columbia's fastest growing industry, has created a critical need for professionally trained and educated hospitality personnel. The two-year diploma in Hospitality Management addresses this need. **The Hospitality Management Diploma is designed to equip students with provide the necessary skills and abilities to be Hospitality Industry with future leaders in management personnel; the hospitality industry through authentic learning and industry partnership. Hospitality Management diploma program combines hands-on practical experience with theory. Students will be prepared to meet the challenges and opportunities of the global hospitality industry. Students will participate in an 8-week workplace co-op to develop their skills using a real-world hands-on approach while building their professional portfolio and industry network.**

**Upon completion of the program, students will have developed the competencies required for the development towards supervisory roles in the hospitality and tourism industries.**

~~Graduates find employment in hotels, airline companies, cruise ship operations, motels, recreational resorts, convention and catering firms, private inns and tour companies. Many are also employed in food service and housing departments of public service organizations such as hospitals, colleges and universities. Some graduates exercise their entrepreneurial capabilities and operate their own hospitality businesses. Graduates receive a Hospitality Management Diploma.~~

Grade 12 graduation or equivalent

**Knowledge of English demonstrated by *one* of the following:**

English 12 ~~or Communications 12~~ with a **minimum grade of 'C-'**

~~or C-, or Academic IELTS 6.0 (no band lower than 5.5) or TOEFL iBT 80, or equivalent~~

**Academic IELTS 6.0 (no band lower than 5.5)**

*or*

**TOEFL iBT 80**

**Knowledge of mathematics demonstrated by *one* of the following:**

Math 11 Foundations with ~~C+ or higher, or VCC MATH 0861 Math 11 Part 1 and MATH 0871 Math 11 Part 2 with C+ or higher, or~~ a **minimum grade of 'C+'**

*or*

~~VCC Math Assessment with Basic Math => 80% and Basic Algebra => 60% or Pre-calculus 11 with C or higher~~ High School graduates who have successfully completed the Career Preparation Program in Hospitality and Tourism should indicate this to the Department Head. **VCC MATH 0861 Math 11 Part 1 and MATH 0871 Math 11 Part**

**2 with minimum grades of 'C+'**

*or*

**Pre-calculus 11 with a minimum grade of 'C'**

*or*

**VCC Math Assessment with the following scores: Basic Math with a minimum 80% and Basic Algebra with a minimum 60%**

**Upon acceptance to the program, the following two certificates must be completed in the first term:**

**Valid Foodsafe Level 1 Certificate**

**Valid Serving It Right Certificate**

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

VCC recognizes Prior Learning Assessment and Recognition (PLAR) as one of multiple pathways for students to complete their individual course of study. PLAR is distinguished from transfer credit and flexible admission. PLAR is available for all some courses in the program, except:

this program:

**HOSP 1360 Food and Beverage Operations**

**HOSP 2310 Food Production Principles**

**HOSP 2360 Restaurant Operations**

**HOSP 2240 Hospitality Work Experience Co-Op**

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations. Please contact the Department for details.

See the [D.3.5 Prior Learning Assessment Policy and Procedures](#) for more information.

**\*International Students requesting PLAR, please contact [VCC International Education Advising](#) to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.**

See [Course Outlines](#) for availability. The Hospitality Management Diploma (HMD) Department, in collaboration with the VCC Office of the Registrar, may grant credit for learning acquired through experience and /or non-formal education and training. HMD students who request PLAR must, Pass a standardized test of more than 80% in the PLAR requested subject material; and /or, Complete a project which will be evaluated based on a pre-determined rubric and /or, Produce a professional portfolio that validates a working knowledge of the learning outcomes of the PLAR requested course. Methods 2 & 3 require a presentation before a three-person panel, HMD faculty assessment panel, inclusive at all times of the Department Head and the PLAR requested course instructor. The Department Head, in collaboration with the PLAR requested course instructor, will determine the manner of assessment. PLAR fees for every course apply without exception.

#### Program Duration & Maximum Time for Completion

**The program is delivered over four academic terms. Maximum time to complete the program is five (5) years.**

Hospitality Management is a two-year, four term, Diploma program. It is offered on a full time basis with approximately 15 hours of class and lab instruction per week. Courses are not normally offered during the summer term in order to provide students with the opportunity to obtain work experience required by the program. **Upon successful completion of** ~~Students who enroll in~~ **the first year of study (30 credits), students** ~~Diploma Program~~ may **choose** ~~continue on to~~ **exit complete** the **program and receive a Certificate in Bachelor of Hospitality Management. Management Degree. Maximum time to complete the certificate is two (2) years.**

Upon successful completion of **this program, graduates the Hospitality Management Diploma, students** will be able to:

**Demonstrate a level of interpersonal Apply the theoretical principles and inter-cultural awareness through effective communication as a practices of guest and customer services in a hospitality management professional in an inclusive and diverse workplace.**

**setting-Use leadership, conflict Apply critical thinking and relationship management skills and tools problem solving techniques to make sound management management decisions and and recommendations.**

**Communicate effectively as hospitality professionals. Demonstrate leadership competencies in the hospitality sector. Evaluate financial information and revenue management strategies financial implications related to business decisions to support the goals of a hospitality enterprise.**

**enterprise: Act in a professional, an ethical manner and lawful manner practice within the hospitality industry by applying employment, labour relations, health and safety and privacy legislation standards. legal framework of the industry:**

Provide responsible and professional food and beverage **services.**

**services. Supervise front-of-the house and back-of-the house hotel and restaurant operations. Manage basic human relations issues within a hospitality setting. Prepare the basis for a marketing plan and communication strategy. Analyze emerging hospitality industry trends and innovations.**

**Explain various industry roles Describe the role and responsibilities at the front line, supervisory, management, scope of the tourism industry, the stakeholders, the five sectors of the industry and executive levels.**

**their economic impact: Develop marketing, promotional and sales strategies.**

**Analyze emerging hospitality industry trends, technological innovations trends and environmentally sustainable practices. innovations:**

**Examine Prepare the sectors of the tourism basis for a marketing plan and hospitality industry and their economic, social, geopolitical, and environmental impacts.**

**communication strategy: Demonstrate critical thinking Employ sustainability decision-making and problem-solving skills practices in their work as hospitality professionals.**

**Apply the theoretical principles and practices of guest and customer services in a hospitality setting. Apply critical thinking and problem-solving techniques to make sound management decisions and recommendations.**

The program has been designed to involve students in a variety of learning environments and instructional delivery methods. Throughout the **program year** students participate in **interactive** lectures, seminars, **small** group discussions, role plays, **case studies, career development, culinary labs, hotel** and **authentic learning activities within the hospitality restaurant settings, hotel simulation, and tourism environment. computer labs. The industry-related co-op prepares future hospitality leaders to manage effectively.** Most of the classroom time exposes students to both the theory and practical application of hospitality management concepts and skills. Course projects **such as reports and term paper assignments** strengthen the understanding of course topics and give students opportunities to apply effective **leadership and** management practices. **Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.**

~~To enhance program curriculum, establish industry contacts and provide hands-on experience many course projects, activities and labs will involve students in actual work experiences both within the College and in industry. Some projects require students to choose their own topic, allowing them to research information and ideas that are of interest and in keeping with their own career goals.~~

#### Evaluation of Student Learning

Multiple evaluation methods are used dependent on the learning outcomes of each course. **Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program. Successful completion An accumulated GPA of an 8-week 2.0 as well as 500 hours of related industry co-op is also work are** required for graduation.

~~Upon successful completion of the program, the student will receive a Diploma in Hospitality Management.~~

#### Recommended Characteristics of Students

The hospitality industry is primarily a people business. The Hospitality Management Diploma Program has been designed to strengthen and encourage interpersonal skills and a **leadership/team team** approach to course work. Students work with fellow students, industry representatives, members of the college **community, hospitality employers community** and **their workers, and** the public. Students must have **a hospitality mindset of going above and beyond, the desire to work effectively in a team, and the ability as a team player and to work well deal** with **others in an environment that embraces diversity and inclusion. the public.**

~~Besides a strong "people focus", familiarity with computers, basic keyboarding skills and fluency in a second language are further assets that will strengthen a students' ability to succeed in this program.~~

#### Courses

This program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 13.5 credits (term 3), 16.5 credits (term 4).

### Plan of Study Grid

First Year	Credits
<b><u>HOSP 1310</u>Introduction to Tourism</b>	<b>3</b>
<b><u>HOSP 1410</u>Hospitality Guest Service Management</b>	<b>3</b>
<b><u>HOSP 1620</u>Hospitality Computer Applications</b>	<b>3</b>
<b><u>HOSP 1311</u>Introduction to Business Communications</b>	<b>3</b>
<b><u>HOSP 2410</u>Human Resources Management</b>	<b>3</b>
<b><u>HOSP 1360</u>Food and Beverage Operations</b>	<b>3</b>
<b><u>HOSP 1370</u>Accommodation and Lodging Management</b>	<b>3</b>
<b><u>HOSP 1860</u>Introduction to Hospitality Accounting</b>	<b>3</b>
<b><u>HOSP 1312</u>Essentials of Business Communication</b>	<b>3</b>
<b><u>HOSP 2310</u>Food Production Principles</b>	<b>3</b>
Credits	30
Second Year	
<b><u>HOSP 2360</u>Restaurant Operations</b>	<b>3</b>
<b><u>HOSP 2102</u>Catering, Meetings and Event Management</b>	<b>3</b>
<b><u>HOSP 2620</u>Introduction to Marketing</b>	<b>3</b>
<b><u>HOSP 2311</u>Communicating Effectively as a Hospitality Professional</b>	<b>1.5</b>
<b><u>HOSP 2660</u>Hospitality Sales Management</b>	<b>3</b>
<b><u>HOSP 2113</u>Global Business Decisions</b>	<b>3</b>
<b><u>HOSP 2114</u>Management Accounting and Cost Control</b>	<b>3</b>
<b><u>HOSP 2470</u>Organizational Behaviour</b>	<b>3</b>
<b><u>HOSP 2230</u>Trends in Global Hotel Management</b>	<b>1.5</b>
<b><u>HOSP 2240</u>Hospitality Work Experience Co-Op</b>	<b>6</b>
Credits	30
Term One	
<del>HOSP 1310</del> Introduction to Tourism	<del>3</del>
<del>HOSP 1410</del> Hospitality Guest Service Management	<del>3</del>
<del>HOSP 1610</del> Business Communications	<del>3</del>
<del>HOSP 1620</del> Hospitality Computer Applications	<del>3</del>
<del>HOSP 1810</del> Business Mathematics	<del>3</del>
Credits	0
Term Two	
<del>HOSP 1360</del> Food and Beverage Operations	<del>3</del>
<del>HOSP 1370</del> Accommodation and Lodging Management	<del>3</del>
<del>HOSP 1660</del> Technical Writing	<del>3</del>
<del>HOSP 1860</del> Introduction to Hospitality Accounting	<del>3</del>
<del>HOSP 1960</del> Introduction to Economics	<del>3</del>



Credits	0
Term Three	
<del>HOSP-2310 Food Production Principles</del>	<del>3</del>
<del>HOSP-2410 Human Resources Management</del>	<del>3</del>
<del>HOSP-2620 Introduction to Marketing</del>	<del>3</del>
<del>HOSP-2810 Management Accounting</del>	<del>3</del>
<del>HOSP-2820 Cost Controls</del>	<del>3</del>
Credits	0
Term Four	
<del>HOSP-2360 Restaurant Operations</del>	<del>3</del>
<del>HOSP-2370 Management Principles</del>	<del>3</del>
<del>HOSP-2380 Industry Work Experience</del>	<del>0</del>
<del>HOSP-2460 Hospitality Law</del>	<del>3</del>
<del>HOSP-2470 Organizational Behaviour</del>	<del>3</del>
<del>HOSP-2660 Hospitality Sales Management</del>	<del>3</del>
Credits	0
Total Credits	60

### Transcript of Achievement

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

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A

U	Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I	Incomplete	N/A
IP	Course in Progress	N/A
W	Withdrawal	N/A

**Course****Standings**

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

## Grade Point Average (GPA)

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

The program has been updated to reflect industry changes and recommendations. The program completed a renewal in 2021 and conducted a sprint curriculum revision in May 2022. The accepted recommendations from the renewal have been implemented in this proposal.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	The curriculum sprint included all faculty members in a one-month long process that included external facilitators. Faculty were actively involved in revising the overall program and individual courses.

Consultated Area	Consultation Comments
Other	<p>Industry partners and advisors attended a review panel to address current trends and ideas to be implemented in the program</p> <p>Linda Hagen - Director of Operations, Coast Hotels and Resorts</p> <p>Linda McCrossin – Director of Operations, Sheraton Guildford</p> <p>Nicky Fourie – Regional Director of Human Resources, Fairmont Hotels and Resorts</p> <p>Jennifer Rafuse – Director, Vancouver Convention Centre</p> <p>Ingrid Jarrett – BC Hotel Association President and CEO</p> <p>Ken Cretney – CEO Vancouver Convention Centre and VCC Board Member</p> <p>Bernie Johnson – Director of Human Resources, Shangri-La Hotels</p> <p>Darren Simpson – General Manager, Hotel Burrard Vancouver</p> <p>Recommendations included:</p> <p>More connection to the industry by having regular student-industry events.</p> <p>Curriculum should have additional communication skills/soft skills/ writing skills that are critically necessary for the industry.</p> <p>Industry would like to see a Co-op component implemented into the program.</p> <p>Implementation of Property Management Systems (PMS) Opera software for training students in Front Office Operations.</p> <p>Embracing the idea of bringing a 1-year certificate for current work force that needs to upgrade their skills.</p>

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CLR)	<p>The team met with faculty and worked on a plan to develop the recommendations from the industry.</p> <p>Francesco Barillaro, Instructional Associate – EAL department  Julie Gilbert, Instructional Associate – Center for Teaching and Learning  Vivian Forssman, Instructional Designer  Krista Lambert, Instructional Designer</p> <p>Venecia Williams, Instructor Business Department and EAL department  Heidi Parisotto, Instructor CDA DRC, Dental Assisting department  Andrew Dunn, Manager Online Learning Design, Center for teaching and learning</p> <p>Recommendations regarding Asynchronous and Synchronous delivery.  Best practices for online delivery of courses.</p>
Library	<p>Alicia Copp, Library Coordinator  Elena Kuzmina, Library Coordinator.</p> <p>Library services made recommendations regarding student evaluation, student resources, and additional research needs within the context of learning outcomes. Faculty adopting recommendations from both Alicia Copp and Elena Kuzmina.</p> <p>Elena Kuzmina pointed out to faculty about additional resources available to faculty for course preparation and course delivery.</p>

<b>Consultated Area</b>	<b>Consultation Comments</b>
International Education	<p>Jennifer Gossen, Director – International Education Alison Rudko, Associate Registrar – International Education</p> <p>Recommendations included observing the pre-requisite requirements and making adjustments to course delivery as it related to International Students. Recommendation to maintain the 15 credit per term into four terms.</p> <p>Supports the Co-op component and the Certificate option.</p> <p>All recommendations have been taken into consideration as noted on the course delivery “course map” noted below.</p>

Consultated Area	Consultation Comments
Registrar's Office	<p>Assistant Department Head in consultation with Les Apouchtine, Deputy Registrar Dawn Cunningham Hall, Assistant Registrar - Curriculum</p> <p>Dawn Cunningham and Les Apouchtine presented a series of recommendations listed in the enclosed email document submitted by Dawn Cunningham. It includes:</p> <p>PLAR Program Completion and Intakes Co-Op Grading scale Certificate options Detailed itemized content on course outlines</p> <p>All recommendations adopted with the assistance of Francesco Barillaro and submitted for additional review by Dawn Cunningham Hall and Les Apouchtine.</p> <p>Assistant department head met with Melinda Schram, Associate Registrar Records and Systems for final consultation. Melinda Schram made the following recommendations regarding the following: English 12 – C- HOSP 2410 - Human Resources HOSP 2310 - Management Food Production Principles HOSP 2620 – Introduction to Marketing New Co-Op course</p>

### Additional Information

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Provide any additional information if necessary.

# Course Change Request

Date Submitted: 06/03/22 10:18 am

Viewing: **HOSP 1310 : Introduction to Tourism**

Last edit: 06/03/22 2:10 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Introduction to Tourism**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:18 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:41 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<a href="mailto:mpaassen@vcc.ca">mpaassen@vcc.ca</a>	<b>8388</b>

Banner Course Name: Introduction to Tourism

Subject Code: HOSP - Hospitality

Course Number: 1310

Year of Study: 1st Year Post-secondary

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

## Course Description:

This course **is provides** an introduction to the business of tourism **in general** and **specifically how it relates to its development and growth in** British Columbia. **It describes and explains** ~~Students explore~~ the ~~relationship between~~ various sectors of the tourism industry ~~and current local~~ and **their interrelated natures.** ~~international trends to understand the importance of marketing tourism to specific target audiences.~~ **Current local and international issues and trends are examined. Relevant historical information on** ~~Students also study~~ the **tourism organization of the** industry **is provided and Indigenous tourism, along with the economic, cultural,** environmental **stewardship and climate change is examined.** ~~and social impacts tourism has globally.~~ **Students will study the organization of the industry along with the economic, cultural, environmental, and social impacts tourism has on the world.** ~~This course is part of the full-time Hospitality Management Diploma Program~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

Yes

## Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

## Course Learning

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Review the origins and history of tourism.</b> <del>Describe tourism sectors and their relationship within the industry.</del>
<b>CLO #2</b>	Describe the <b>sectors</b> <del>historical evolution</del> of <b>tourism and hospitality and their interrelationship.</b> <del>tourism.</del>



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

<b>CLO #3</b>	<b>Discuss evolving issues, trends</b> <del>Compare</del> and <b>globalization of</b> <del>contrast</del> the <del>six</del> <b>tourism industry and their implications, including the pandemic.</b> <del>regions of British Columbia:</del>
<b>CLO #4</b>	<b>Discuss Indigenous tourism in BC and Canada.</b> <del>Analyze travel behaviour and marketing influences:</del>
<b>CLO #5</b>	<b>Examine</b> <del>Describe</del> the <b>economic, social,</b> <del>economic impact of tourism on a region, the province</del> and <b>climate-related impacts of tourism.</b> <del>the country:</del>
<b>CLO #6</b>	Analyze the importance of tourism to Vancouver, British Columbia and Canada.  <del>Analyze the trends in international travel to region and Canada:</del>
<b>CLO #7</b>	<b>Describe services marketing as it pertains to tourism.</b>

Instructional

Strategies:

Lectures, small and large group discussions, case studies, presentations, field trips, guest speakers, group and individual assignments/projects.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<del>20-30</del> 8	<b>Assignments &amp; mini quizzes</b> <del>Homework, quizzes and worksheets</del>
Participation	<del>5-10</del> 12	<b>Actively contributes to course discussions and activities</b> <del>Professionalism and participation</del>
Quizzes/Tests	<del>15-20</del> 30	<b>Quizzes</b> <del>Three Chapter quizzes at 10% each</del>
Project	<del>25-35</del> 20	Team Project and Presentation
<b>Assignments</b> <del>Final Exam</del>	<del>10-20</del> 30	<b>Final Assignment</b>

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

History **and origins** of tourism

Tourism terms and definitions

~~Tourism organizations~~

The **6 8** sectors of **tourism: tourism (UNWTO – World Tourism Organization) transportation, accommodation, travel services, recreation, food & beverage, events, culture, heritage and sport.**

~~The 5 sectors of tourism (NAICS – North American Industry Classification System)~~

**Services marketing** ~~Tourism motivators and marketing concepts~~

**Indigenous Tourism in BC & Canada** ~~The economic impact of tourism~~

## Course Topics:

**Impacts of tourism (economic, social, environmental, climate change)** ~~Positive and negative impact of tourism in Canada~~

~~The 6 regions in British Columbia~~

Tourism **trends, issues trends** and **globalization challenges**

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

PCG

Prov

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

## Marketing Information

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# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:19 am

Viewing: **HOSP 1311 : Intro Business**

## Communications

Last edit: 06/16/22 1:10 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Introduction to Business Communications

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:23 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:42 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388

Banner Course  
Name:

Intro Business Communications

Subject Code:

HOSP - Hospitality

Course Number

1311

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Students develop their oral and written skills and strategies for effective communication in the hospitality industry and subsequent courses in the program. An experiential and self-reflective approach is used to develop self-awareness, confidence and communication skills required in a diverse environment. The course covers practical business communication techniques for presenting information, writing business messages, and delivering oral presentations. Students will be introduced to establishing and writing frequently in their ePortfolio.

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

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

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

Yes

#### Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify the principles of effective communication (including intercultural communication dynamics, principles of clear communication).
CLO #2	Determine appropriate style, tone and organization in team-based, formal, and informal written and oral business communication.
CLO #3	Demonstrate introductory verbal and non-verbal communication skills and strategies.
CLO #4	Practice communication skills and strategies for effective engagement.

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

CLO #5	Practice the importance of self-reflection and self-awareness in the communication process.
CLO #6	Create an individual ePortfolio introducing key items that represent career-related achievements and skills

### Instructional

#### Strategies:

Instruction involves interactive lectures, presentations, group discussions, demonstrations, role plays, and peer feedback. Learning will be enhanced through a variety of interactive classroom and collaborative activities including guest speakers from the hospitality industry. The interactive and practical exercises gives students the opportunity to take an active role and learn by doing.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)                      Passing grade:  
D (50%)

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Preparation for class, active discussion, participation during class
Assignments	35	Written assignments - forum posts, feedback, self-reflection, emails etc.
Assignments	30	Series of short individual/group presentations
Portfolio	25	Creating an individual ePortfolio through self directed research and exercises.

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

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

Intercultural awareness (culture and communication)/Identifying barriers when communicating

Business etiquette when communicating

Key principles of effective oral communication

Building confidence

Problem solving/conflict resolution

Networking e.g. (Small talk, building rapport)

Active listening

Introduction to ePortfolio

Considering audience & purpose

Planning, drafting and revising a message

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

# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:25 am

Viewing: **HOSP 1312 : Essentials - Business Comm**

Last edit: 06/03/22 10:25 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Essentials of Business Communication

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:25 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388
Willy A. Aroca	warocaaguirre@vcc.ca	8746

Banner Course

Essentials - Business Comm

Name:

Subject Code:

HOSP - Hospitality

Course Number

1312



Year of Study            1st Year Post-secondary

Credits:                    3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course is designed to assist students to develop critical thinking skills and to apply oral and written skills and strategies for effective interpersonal and intercultural communication in the hospitality industry. Working individually, in groups and in teams, students will engage in the writing process to practice and develop skills in the creation, formatting and delivery of written business communication in diverse business contexts. Students will continue ePortfolio development introduced in Introduction to Business Communications.

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

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

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

Yes

#### Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Choose appropriate interpersonal and intercultural communication skills for interactions in a variety of contexts
CLO #2	Demonstrate appropriate style, tone and organization in formal and informal oral and written communication
CLO #3	Use a wide variety of verbal and nonverbal communication skills and strategies to demonstrate professionalism

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

CLO #4	Facilitate group and team-based communication using a variety of techniques
CLO #5	Demonstrate self-reflection and self-awareness in the communication process
CLO #6	Expand and revise an individual e-portfolio based on feedback (self and others)
CLO #7	Summarize hospitality trends

Instructional

Strategies:

Interactive lectures, presentations, group discussions, demonstrations, role plays and peer feedback.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)                      Passing grade:  
50%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Attendance	5	
Quizzes/Tests	10-15	Writing topics, critical thinking component
Lab Work	20-25	Individual writing forums
Assignments	35	
Project	10-20	Presentations
Portfolio	10-15	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Academic integrity/plagiarism, citation and referencing  
 Stages of the writing process  
 Style, tone, audience & organization in business writing  
 Written business messages  
 Hospitality trends  
 Critical thinking/reflective thinking  
 Effective strategies for teamwork/group work  
 Business presentations  
 ePortfolio development

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?

# Course Change Request

Date Submitted: 06/03/22 10:24 am

Viewing: **HOSP 1360 : Food and Beverage**

## Operations

Last approved: 12/17/21 5:23 am

Last edit: 06/03/22 2:15 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Food and Beverage Operations

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:24 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:44 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

### History

1. Nov 28, 2019 by  
Darija Rabadzija  
(drabadzija)
2. Nov 10, 2021 by  
Darija Rabadzija  
(drabadzija)
3. Dec 17, 2021 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
<b>Monquie Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course Name: Food and Beverage Operations

Subject Code: HOSP - Hospitality

Course Number: 1360

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: UT

Bridge Billing Hours: 0-3

Bridge Course Level: 01

#### Course Description:

This course introduces students to the basic theory and practice of the Food & Beverage Service Industry. Students practice preparing mixing and serving cocktails drinks in the mixology lab and serving food and beverages in a banquet and dining room setting. room. Students study the principles, history underlying principles and production procedures of spirits, wine, food and beer. beverage service in fine dining, casual, banquet and catering establishments. Students also explore trends, ethics will visit a restaurant to observe and sectors reflect on specific aspects of food and beverage industry. service. This course is part of the full-time Hospitality Management Diploma Program.

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

~~Serving It Right Certificate~~, Foodsafe Level 1 Certificate.

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

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

**No Yes**

#### DETAILS OF PLAR:

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	<b>Identify</b> <del>Classify numerous</del> different types of <b>restaurant and bars</b> <del>restaurants</del> in the Food <b>and</b> <del>and</del> Beverage Industry.
CLO #2	Demonstrate <b>excellent</b> customer service <b>and communication skills</b> in <b>an inclusive and diverse food and beverage operation.</b> <del>the Food and Beverage Industry.</del>
CLO #3	<b>Demonstrate restaurant and banquet service techniques including: opening wine, table settings, ordering procedures, suggestive selling and napkin folding.</b> <del>Analyze and make recommendations about food service in terms of guest experience and customer expectations.</del>
CLO #4	<b>Prepare cocktails by using the four methods: stir, build, shake and blended, in a responsible and ethical manner.</b> <del>Demonstrate restaurant service techniques relating to bus station setup, table settings, ordering procedures, suggestive selling and using the point-of-sale system.</del>
CLO #5	<b>Explain the principles and production of spirits, wine, beer, and liqueurs.</b> <del>Describe hotel and non-traditional food service operations.</del>
<del>CLO #6</del>	<del>Mix and serve cocktails</del>
<del>CLO #7</del>	<del>Classify wines and describe their production.</del>
<del>CLO #8</del>	<del>Assist customers in the selection of wines by describing their classification, production and options for pairing.</del>
<del>CLO #9</del>	<del>Apply ethical and sustainability decision making in food and beverage operations.</del>
<b>CLO #6</b>	<b>Identify the legal implications of Serving it Right and obtain the SIR certificate.</b>

Instructional

Strategies:

Lectures, demonstrations, supervised **practice, & role playing.** ~~practice~~

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b> <del>Lab Work</del>	<b>20-30</b> <del>20</del>	<b>Various Course Assignments</b> <del>Mixology Lab work</del>
<b>Quizzes/Tests</b> <del>Exam</del>	<b>20-30</b> <del>20</del>	<b>Mini Quizzes</b> <del>Written Bar Test</del>

Type	Percentage	Brief description of assessment activity
Practicum Exam	20-30 <del>20</del>	Mixology Practical Test
Practicum Exam	10-20 <del>20</del>	Wine and Banquet Practical Written Wine Test
Field Experience	20-30 <del>20</del>	Visitation Report and Presentation

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 57.5 ~~45~~

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

---

Check all that apply:

Hours in Category 1: 22.5 ~~15~~

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

---

Check all that apply:

Hours in Category 2: 35 ~~30~~

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

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Restaurant and Bar Operation Types of restaurants

## Course Topics:

<b>Mixology</b>	<del>Guest experience and customer expectations</del>
<b>Distilled Spirits</b>	<del>Importance of customer service</del>
<b>Beer</b>	<del>Bus station setup</del>
<b>Wine Production and Classifications</b>	<del>Napkin folding</del>
<b>Wine Service</b>	<del>Table setting</del>
<b>Sparkling Wines</b>	<del>Wine service</del>
<b>Wine Tasting and Food Pairing</b>	<del>Ordering procedures</del>
<b>Catering and Banquet Service</b>	<del>Point of sale system</del>
<b>Napkin Folding</b>	<del>Suggestive selling</del>
<b>Table Set Ups</b>	<del>Hotel and non-traditional food service operations</del>
<b>Customer Service</b>	<del>Mixology</del>
<b>Bankrupts</b>	<del>Wine classification and production</del>
<b>Serving It Right Certificate</b>	

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

PCG

Provide a rationale  
for this proposal:



# Course Change Request

Date Submitted: 06/03/22 10:25 am

Viewing: **HOSP 1370 : Accommodation and Lodging Accommodation/Lodging Industry**

Last edit: 06/03/22 2:17 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Accommodation and Lodging Management**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:25 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:45 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course Name: **Accommodation and Lodging Accommodation/Lodging Industry**

Subject Code: HOSP - Hospitality

Course Number: 1370

Year of Study: 1st Year Post-secondary

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

## Course Description:

This course introduces students to the **hotel/lodging accommodation** industry **by providing a foundational knowledge and the range of how the industry is structured. employment roles that support it.** Students **will examine explore** the **various types development** of **hotels the hospitality industry** and **how they each are designed to uniquely meet the needs the organizational structure of guests. various accommodation establishments.** **An in-depth look at how hotels are structured and organized focusing on the rooms division will also be explored. Students will then analyze the guest cycle of how guests move through the hotel and interact with the rooms division including reservations, front office, housekeeping and maintenance. A 'lab' component of this course will focus on computer systems directly related to front office and rooms division operation allowing students to learn a real property management system used by global hotel operators. Students learn about reservation procedures and policies, registration and rooming techniques, forecasting and room statistics as well as reservation control techniques. Overbooking, guest relocation and complaint resolution are also addressed. This course is part of the full-time Hospitality Management Diploma Program**

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

Yes

## Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	Describe the <b>various types uses</b> of <b>hotels lodging for different guests and the impacts on a hotel</b>

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

<b>CLO #2</b>	<b>Explain how hotels utilize services and amenities to deliver guests value</b> <del>Describe how value and function are determined in the different types of lodging</del>
<b>CLO #3</b>	<b>Explore the basics of ownership and management structures commonly used in the global hotel marketplace</b> <del>Describe support departments that normally have no direct contact with guests</del>
<b>CLO #4</b>	<b>Explain basic revenue management concepts related to the hotel industry</b> <del>Describe the roles and routes for advancement in the industry</del>
<b>CLO #5</b>	<b>Discuss how hotels are responding to the climate crisis</b> <del>Differentiate levels of service in hotel accommodation.</del>
<b>CLO #6</b>	<b>Identify the organizational structure of a hotel focusing on the different levels of employees, including front line, supervisory, management and executive</b> <del>Describe competitive tactics that hotels use in services and amenities</del>
<b>CLO #7</b>	<b>Examine how guests interact with the hotel through the entire guest cycle</b> <del>Analyze current trends in guest services</del>
<b>CLO #8</b>	Use front office procedures and equipment throughout the guest cycle
<b>CLO #9</b>	<b>Apply hospitality guest service skills and communication in common front office scenarios</b> <del>Perform independently and effectively as front desk staff, applying yield management principles and practices</del>
<b>CLO #10</b>	<b>Demonstrate knowledge of a hotel property management system by performing basic front office functions</b> <del>Describe the function of all departments and the role of the front desk in their coordination</del>
	<del>Use methods of up-selling and upgrading a guest</del>
	<del>Use property and revenue management systems related to managing the front desk.</del>
	<del>Apply ethical and sustainability decision-making in accommodation and housekeeping management.</del>
	<del>Perform the process of "walking a guest".</del>

Instructional  
Strategies:

**Role-plays**, ~~Lectures~~, demonstrations, field trips, case studies, independent research and group **discussions**.  
~~discussions~~

## Evaluation and Grading

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Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

204

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Participation assignments for each module
Assignments <del>Quizzes/Tests</del>	75 <del>30</del>	Module assignments valued at 5-10% each <del>Two Quizzes worth 15% each</del>
Field Experience <del>Assignments</del>	10 <del>25</del>	Field trip reflection assignment <del>AAA Assignment</del>
<del>Final Exam</del>	<del>30</del>	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

## Course Topics

**Course Topics:**

History of the Canadian Accommodations Industry

Introduction to accommodations as a tourism sector

Unique characteristics of accommodations

Organizational structure of hotels

Lodging sectors

Reservations systems

Check-in procedures

Quality management

Rooming process

Registration process

Check-out procedures

Technology in hotels (e.g., Property Management Systems)

Housekeeping and laundry operations

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

PCG

# Course Change Request

Date Submitted: 06/03/22 10:18 am

Viewing: **HOSP 1410 : Hosp Guest Service Mgmt**

**~~Principles of Service Manageme~~**

Last edit: 06/03/22 10:18 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Hospitality Guest Service Management**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:19 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:46 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course Name: **Hosp Guest Service Mgmt** ~~Principles of Service Manageme~~

Subject Code: HOSP - Hospitality

Course Number: 1410

Year of Study: 1st Year Post-secondary

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

## Course Description:

**This course provides students with the basic concepts and current trends in the hospitality guest service industry as well as an overview of the industry on a provincial, national, and global scale. Special areas of emphasis include** ~~This course focuses on~~ **problem solving, coping with challenging customers communication strategies** and **using communication strategies technology, emphasizing the skills needed to demonstrate excellence in** ~~improve and sustain~~ **customer service. satisfaction and business relationships.** **Research of trending topics in the hospitality industry, group and individual work will provide the students an opportunity to become confident at effectively communicating and delivering exceptional guest service to both internal and external guests and students will receive a SuperHost® certificate upon completion of this course.** ~~Students acquire the knowledge and skills required for creating customer service excellence. Topics include market segmentation, relationship marketing, and customer retention. This course is part of the full-time Hospitality Management Diploma Program~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

Yes

## Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

## Course Learning

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Review the principles of hospitality management and interpret the role of industry on a provincial, national and global scale.</b> <del>Differentiate between customer expectations and customer perceptions.</del>

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

<b>CLO #2</b>	<b>Examine the guest experience and the use of communication strategies.</b> <del>Identify common barriers to customer service.</del>
<b>CLO #3</b>	<b>Perform service recovery skills to resolve guest complaints and concerns in all situations.</b> <del>Use market segmentation to divide customers into serviceable groups.</del>
<b>CLO #4</b>	<b>Analyze trends in guest service and technological innovations.</b> <del>Explain the relationship between communication and customer service.</del>
<b>CLO #5</b>	<b>Explain the relationship between loyalty and customer relationships.</b> <del>Define customer intelligence.</del>
<b>CLO #6</b>	<b>Demonstrate a level of interpersonal and inter-cultural awareness within customer service.</b> <del>Discuss the benefits of relationship marketing.</del>
<b>CLO #7</b>	<b>Demonstrate excellence in customer service and how to exceed expectations.</b> <del>Demonstrate what to do when mistakes are made with customers.</del>
<b>CLO #8</b>	<b>Use leadership, motivation, conflict and relationship management concepts to improve guest service skills.</b> <del>Differentiate between customer wants and needs.</del>
	<del>Establish a customer retention program.</del>
	<del>Describe customer service that uses a balance of traditional, technological, and new methods.</del>
	<del>Identify and provide examples of companies that provide exemplary customer service.</del>
	<del>Explain the fundamental requirements of creating a successful customer service program.</del>
	<del>Demonstrate excellence in customer service.</del>

Instructional

Strategies:

Lectures, presentations, role-play, individual and group work.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	<b>25-35</b> <del>15</del>	<b>Group mystery shop presentation</b> <del>Individual Industry Project</del>
Assignments	<b>20-30</b> <del>25</del>	<b>Individual assignments</b> <del>Role-Plays</del>



Type	Percentage	Brief description of assessment activity
<del>Final Exam</del>	<del>30</del>	<del>Classroom</del>
Quizzes/Tests	<del>20-30</del> 20	Quizzes and mini quizzes 2-Quizzes (10% each)
Participation	<del>5-10</del> 10	Actively contributes to course discussions and activities Classroom Participation
Other	5	Completion of student success modules

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

## Course Topics:

Customer service

**Principles of hospitality management and role of industry (Orange book of success)** ~~The challenges of customer service~~

Solving problems with customer service

**Guest experience, customer expectations and communication strategies** ~~Strategy for formulating a plan for success~~

**Service recovery and dealing with guest complaints** ~~Communication strategies~~

**Inter-cultural communication** ~~Coping with challenges in customer service~~

**Motivation, leadership, conflict and relationship management to improve customer service** ~~Motivation and empowerment~~

**Delivering diverse service and communicating appropriately** ~~Leadership in customer service~~

**The origin of stereotypes and how to avoid them** ~~Customer retention and measurement of satisfaction~~

Technology and **trends in** customer serviceExcellence in **guest customer** service

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

PCG

Provide a rationale  
for this proposal

# Course Change Request

Date Submitted: 06/03/22 10:19 am

Viewing: **HOSP 1620 : Hosp Hospitality Computer**

**Applications Applicati**

Last edit: 06/16/22 10:41 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Hospitality Computer Applications**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:24 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:47 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<a href="mailto:mpaassen@vcc.ca">mpaassen@vcc.ca</a>	<b>8388</b>
<b>Willy A. Aroca</b>	<a href="mailto:warocaaguirre@vcc.ca">warocaaguirre@vcc.ca</a>	<b>8746</b>

Banner Course Name: **Hosp Hospitality Computer Applications**

Subject Code: HOSP - Hospitality

Course Number: 1620

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code UT

Bridge Billing Hours 0-3

Bridge Course Level 01

#### Course Description:

This course provides students opportunities to use **MSoftware MS Office** applications such as **Windows Explorer**, Word, **PowerPoint**, Excel, **Access** and **introduces online collaboration tools and POS/PMS (Point of Sale/Property Management Systems) PowerPoint** to perform digital workplace tasks in the hospitality industry. Emphasis is placed on financial and informational applications to produce sales and marketing documents, presentations and financial spreadsheets. Students **are required to** demonstrate **hospitality competencies competency** by completing assignments using the selected computer software applications. **This course is part of the full-time Hospitality Management Diploma Program**

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	<b>Communicate effectively</b> <del>Collaboratively create and deliver presentations</del> using <b>documents, presentations and spreadsheets PowerPoint.</b>
	<del>Use Excel to produce business forms:</del>
	<del>Manage accounting records and carry out data analysis using Excel:</del>

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

	<del>Build financial reports using Excel.</del>
	<del>Create charts and graphics using Excel.</del>
	<del>Design tables and datasheets using Access.</del>
	<del>Create forms using Access.</del>
	<del>Query databases using Access.</del>
	<del>Design reports using Access.</del>
<b>CLO #2</b>	<b>Use Microsoft Word to create, format, edit and save documents that include text, images, lists and Tables of Contents</b> <del>Use Windows to manage computer files, folders, local and shared drives.</del>
<b>CLO #3</b>	<b>Design informative and persuasive presentations using Microsoft PowerPoint</b> <del>Use Word to create, save and edit documents that include text, tables, diagrams and pictures.</del>
	<del>Use Word to create correspondence documents using Mail Merge and Labels.</del>
<b>CLO #4</b>	<b>Create, manipulate and analyze financial data, create charts using Microsoft Excel spreadsheets</b> <del>Build lists, meeting documents, schedules and forms using Word.</del>
<b>CLO #5</b>	<b>Collaborate utilizing online applications</b> <del>Produce sales and marketing documents.</del>
<b>CLO #6</b>	<b>Examine Point of Sale (POS)</b> <del>Design and format long documents.</del>
<b>CLO #7</b>	<b>Practice (at an introductory level) Property Management Systems (PMS)</b> <del>Use PowerPoint to create informative presentations and notes, sales and marketing presentations and persuasive presentations.</del>

Instructional

Strategies:

**In-person** Lectures, demonstrations and **online lectures, demonstrations, quizzes and weekly hands-on computer** lab assignments

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b> <del>Participation</del>	<b>30</b> <del>10</del>	<b>Unit Labs</b> <del>Attendance 5%, Class Participation 5%</del>

Type	Percentage	Brief description of assessment activity
Quizzes/Tests <del>Assignments</del>	20 <del>25</del>	Lecture/online textbook quizzes <del>Lab Assignments</del>
Midterm Exam <del>Quizzes/Tests</del>	25 <del>20</del>	Documents and Project-based Presentation
Final Exam <del>Midterm Exam</del>	25 <del>20</del>	Spreadsheets and Financial
Final Exam	25	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2: 45

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

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

**Email expectations and etiquette** ~~Business forms, accounting records, data analysis and financial reports~~

**Microsoft Word, Excel, and PowerPoint** ~~Computer files, folders, drives management~~

**Creating, editing** ~~Create~~ and **formatting** ~~edit long and short~~ documents, **presentations and spreadsheets** (text, pictures, diagrams, etc.)

**Hospitality-related documents such as menus, business cards, global tourism destinations, accomodation presentations, budgets, catering estimates, data analysis** ~~MailMerge, and labels~~

**Small team work to produce online documents, presentations and spreadsheets** ~~Build lists, meeting documents, schedules and forms, sales and marketing documents etc.using Word~~

**Various media such as internal and online video, animation, images, charts, sound and narration** ~~Digital presentations, (design and delivery, informative, sales and marketing, persuasive, etc.)~~

**Property Management System (PMS)** ~~Charts and graphics using Excel~~

~~Tables, data sheets and forms using Access~~

~~Databases using Access~~

~~Reports using Access~~

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

PCG

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 06/03/22 10:25 am

Viewing: **HOSP 1860 : Hospitality Financial**

## Accounting

Last approved: 12/18/21 4:52 am

Last edit: 06/16/22 10:26 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Introduction to Hospitality Accounting** ~~Financial Accounting~~

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:25 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:48 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

### History

1. Dec 3, 2020 by  
Darija Rabadzija  
(drabadzija)
2. Dec 18, 2021 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.



Name	E-mail	217 Phone/Ext.
<b>Monique Paasen</b>	<b>mpaasen@vcc.ca</b>	<b>8388</b>

Banner Course      **Hospitality Financial** Accounting  
Name:

Subject Code:      HOSP - Hospitality

Course Number      1860

Year of Study      1st Year Post-secondary

Credits:      3

Bridge College Code      UT

Bridge Billing Hours      0-3

Bridge Course Level      01

Course Description:

This course introduces students to the basic terminology, concepts and principles of **hospitality accounting, accounting** including the preparation, **analysis, analyzation** and interpretation of financial statements. **Topics include processing of hospitality financial transactions, front office accounting systems, night auditing, payroll accounting, and accounting for inventory. In this course, students recognize that knowing the basics of accounting will improve the management skills in all levels of a hospitality operation.** ~~Topics include accounting as an information system, introduction to accounting theory, income measurement, traditional record keeping procedures, special journals, cash and investments, balance sheet equations. Students work through a full accounting cycle using accounting software. This course is part of the full-time Hospitality Management Diploma Program~~

Course Pre-Requisites (if applicable):

~~HOSP 1810 or equivalent.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

Course Learning  
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the <b>applications principles</b> of <b>financial accounting in the hospitality industry.</b> <del>accounting.</del>
CLO #2	Explain the <b>principles importance</b> of <del>financial accounting in the</del> hospitality <b>accounting. industry.</b>
CLO #3	<b>Identify and record business transactions in a hospitality operation.</b> <del>Adjust accounts.</del>
CLO #4	Apply the <del>required</del> steps <b>of in</b> the accounting cycle.
CLO #5	<b>Prepare and analyze financial statements including, Income statement, retained earnings statement, and balance sheet.</b> <del>Distinguish between multiple-step and single-step income statements.</del>
CLO #6	<b>Use front office accounting systems, including night auditing processes.</b> <del>Describe the relationship between income statement and balance sheet.</del>
<del>CLO #7</del>	<del>Prepare, analyze and interpret financial statements.</del>
CLO #7 #8	Explain the <b>basis of accounting for inventories</b> <del>differences between a service enterprise and</del> <b>inventory cost-flow methods.</b> <del>a merchandiser.</del>
CLO #8 #9	<b>Apply the principles of payroll accounting.</b> <del>Describe accounting for merchandising operations in</del> <b>hospitality.</b>
<del>CLO #10</del>	<del>Explain the basis for accounting for inventories and inventory cost-flow methods</del>
<del>CLO #11</del>	<del>Interpret inventory turnover.</del>
<del>CLO #12</del>	<del>Apply the principles of internal control</del>
<del>CLO #13</del>	<del>Apply the principles of internal control for payroll.</del>
<del>CLO #14</del>	<del>Identify the different types of receivables and their values.</del>

Instructional  
Strategies:

Lectures and lab work, demonstrations, case studies, finance software, self-study (research).

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5	Group Assignments
Project	5	Group Project
Project	5	Moodle Activities
Quizzes/Tests	<b>10</b> <del>40</del>	<b>Weekly quizzes</b>
<del>Midterm Exam</del>	<del>25</del>	
<b>Midterm Exam</b>	<b>45</b>	<b>2 midterm exams worth 20-25%</b>
Final Exam	<b>30</b> <del>20</del>	<b>This exam covers almost all sections of the course, except the introductory part taught in the first 2-3 weeks</b>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Basic concepts of accounting

Analyzing transactions, accounting equation

**All steps of accounting cycle** ~~Analysis by building tabular summaries~~

Preparation of financial statements

**Analyzing financial statements** ~~Preparation of general journals, T-Accounts, account ledgers, trial balance~~

**Front office accounting system** ~~Adjustments, preparation of an adjusted trial balance~~

**Night auditing processes** ~~Preparation of worksheets~~

**Accounting for inventory** ~~Horizontal and vertical analysis, ratio analysis~~

**Payroll accounting** ~~Accounting for merchandising operations in hospitality~~

~~Accounting cycle for merchandisers~~

~~Payroll accounting~~

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

PCG

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:27 am

Viewing: **HOSP 2102 : Catering, Meetings and Events**

Last edit: 06/03/22 2:20 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Catering, Meetings and Event Management

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:27 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:49 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388

Banner Course  
Name:

Catering, Meetings and Events

Subject Code:

HOSP - Hospitality

Course Number

2102

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This project-based course focuses on catering, meetings, conventions, and event planning with a comprehensive hands-on approach, and the fundamental components of planning and executing a catered event, meeting, or convention. Students will work in teams to explore the planning, marketing, negotiating, producing, managing, and execution required for success.

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

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

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

Yes

**Details of PLAR:**

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Plan, budget, and execute a successful and memorable catered meeting, convention, or event.
CLO #2	Manage the food and beverage aspects of an event including identifying required equipment.
CLO #3	Illustrate service planning and function room set-ups.
CLO #4	Demonstrate critical thinking, problem-solving and interpersonal skills.
CLO #5	Practice effective communication within a team.
CLO #6	Apply knowledge of catering, meeting, convention, and event terminologies.

## Instructional

## Strategies:

Instruction involves interactive lectures, presentations, case studies, group discussions, role plays, and peer feedback. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises gives students the opportunity to take an active role and learn by doing.

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities.
Quizzes/Tests	20-30	
Project	30-40	Team project - event execution
Final Exam	20-30	

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

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Check all that apply:

Hours in Category 1: 45

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

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Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Staffing

Marketing plan

Event timing and execution

Budgeting and costing

Venue assessment

Entertainment

Sponsors/ silent auction

Theme, decor and lighting

Service and set-up

Risk management/ permits and licenses

Equipment needs

Communication and teamwork

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

## Rationale and Consultations

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

Yes



# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:30 am

Viewing: **HOSP 2113 : Global Business Decisions**

Last edit: 06/03/22 2:23 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Global Business Decisions

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:30 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:50 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388

Banner Course  
Name:

Global Business Decisions

Subject Code:

HOSP - Hospitality

Course Number

2113

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides the learner with an introductory understanding of the basic economic concepts and its impact on business decisions. Course topics will include: opportunity cost, supply and demand, price elasticity, profit maximization, negative externalities, GDP/national output, CPI, employment, output gaps, monetary policy, fiscal policy, and business cycles.

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

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

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

Yes

**Details of PLAR:**

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Demonstrate knowledge of basic microeconomic/macroeconomic terms.
CLO #2	Develop basic "economic/financial literacy".
CLO #3	Analyse real life demand and supply shocks and their impact on revenue and cost of a business.
CLO #4	Apply economic reasoning to personal finance.
CLO #5	Apply the concept of elasticity to pricing strategies.
CLO #6	Evaluate breakeven and profit maximization conditions for businesses within the hospitality industry.

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

CLO #7	Interpret current financial news/data and its relevance to business decisions including the hospitality sector.
CLO #8	Assess how changing economic situations influence the valuation and attractiveness of various financial vehicles.

Instructional

Strategies:

Interactive lectures, presentations, group discussions, demonstrations, role plays and peer feedback.

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20 - 30	
Quizzes/Tests	10 - 20	
Midterm Exam	20 - 30	
Final Exam	20 - 30	
Participation	5 - 10	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

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Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

The Economic Problem: Scarcity, Wants, and Choices

Supply, Demand and Market Equilibrium

Elasticity

Gross Domestic Product (GDP) & Consumer Price Index (CPI)

Aggregate Demand-Aggregate Supply (AD/AS)

Monetary Policy

Fiscal Policy

Business Cycles

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

## **Rationale and Consultations**

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:30 am

Viewing: **HOSP 2114 : Mgmt Accounting & Cost Control**

Last edit: 06/03/22 2:24 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Management Accounting and Cost Control

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:30 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:51 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388

Banner Course  
Name:

Mgmt Accounting & Cost Control

Subject Code:

HOSP - Hospitality

Course Number

2114

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course uses a decision-making approach to prepare students to be skilled managers in the hospitality industry. The course includes a variety of workplace financial problems and a running theme of strategic management to help students relate management accounting decisions to a company's success. Course topics will include: analyzing financial data of hotels and restaurant operations, measuring F&B cost and their selling prices, cost-volume-profit analysis, optimizing sales and revenues, budgeting, and capital investment.

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

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

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

Yes

#### Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the important role of management accounting in today's hospitality operations.
CLO #2	Apply ethical decision making and sustainability principles to cost controls.
CLO #3	Describe major costs for hotels and restaurants and how they are presented in the income statement.
CLO #4	Assess the liquidity, profitability, operations management, and leverage of hospitality operations using financial ratios.
CLO #5	Use cost-volume-profit analysis methods to optimize the income of hospitality operations.

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

CLO #6	Prepare sales and Purchase budget, income statement budget, and cash budget.
CLO #7	Apply different methods of capital investment as a component of long-term budgeting.
CLO #8	Describe a management control system and how it relates to organizational goals.
CLO #9	Apply the different methods of pricing for hotel rooms and menu items of a restaurant.

### Instructional

#### Strategies:

Lecture, Labs, case study, group work, recorded educational videos, simulation, guest speakers, Hotel Property management Software.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)                      Passing grade:  
D (50%)

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5%	Group activity.
Project	10%	Group work on case studies.
Quizzes/Tests	10%	Weekly quizzes based on weekly learning.
Midterm Exam	20%	This is the first exam to be designed based on the first 35-40% of the course.
Midterm Exam	25%	This is the second exam to be designed based on the second 35-40% of the course.
Final Exam	30%	The final exam will be designed based on all learning material, except the introductory lessons taught in beginning weeks.

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

The differences between management accounting and financial accounting, the importance of management accounting in hospitality operations, standards of Competence, Confidentiality, Integrity, and Credibility in management accounting.

Analyzing income statement and balance sheet by focusing on hotels and restaurants operations. Using horizontal, vertical, and ratio analysis.

Cost concepts: cost objects, types of costs, cost in restaurants, costs in hotels, direct and indirect cost, variable and fixed costs, mixed costs.

Food and beverage costing

Cost-Volume-Profit analysis

Menu engineering



**Course Topics:**

Revenue and Profit optimization

Different methods of pricing rooms for hotels and pricing menu items for restaurants.

Budgeting; Sales budget, purchase budget, income statement budget, capital budget, cash budget. decision making based on the comparison of budgeted numbers to actual numbers.

Capital Investment; return on investment (ROI), accounting rate of return (ARR), pay back method, net present value (NPV) of investment.

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

textbook, several sample questions, case studies, online learning activities.

## 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

PCG

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:31 am

Viewing: **HOSP 2230 : Global Hotel Management**

Last edit: 06/03/22 10:31 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Trends in Global Hotel Management

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:31 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 12:52 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388

Banner Course  
Name:

Global Hotel Management

Subject Code:

HOSP - Hospitality

Course Number

2230

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course will explore current and future trends impacting the global hotel industry. These trends include environmental sustainability, revenue management, technological innovations and ownership/management trends. Utilizing hotel property management systems (PMS), case studies and field trips, students will be exposed to current state and future opportunities presented by the hotel industry.

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

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

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

Yes

**Details of PLAR:**

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Discuss how consolidation and globalization has changed the hotel industry
CLO #2	Discuss ethical, legal and cultural issues impacting the global hotel industry
CLO #3	Evaluate how the hotel industry should adapt to climate change using the opportunities and challenges presented operational environmental sustainability
CLO #4	Explain how revenue management and automatization are impacting hotel decisions
CLO #5	Explore relevant trends and innovations being used and considered by the global hotel industry
CLO #6	Use established hotel property management systems for the purposes of revenue management and pricing decisions

## Instructional

## Strategies:

This course will be taught in a blended format using case studies, field trips, hospitality computer applications, presentations, and facilitated discussions

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	70	Team-based and individual assignments will make up the bulk of coursework. This grade includes multiple small assignments that will total 70% of the grade. It is not one assignment worth 70%
Participation	10	Students will be graded on the level of participation in course activities and discussion forums
Project	20	A final project and presentation about a topic relevant to the course will be submitted.

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 22.5

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

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Check all that apply:

Hours in Category 1: 22.5

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

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Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Environmental sustainability.

Revenue management.

Technological innovations.

Ownership/management trends.

Utilizing hotel property management systems (PMS).

Ethical, legal and cultural issues impacting the global hotel industry.

Globalization and consolidation of the hotel industry.

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

Opera PMS

journal articles

Hotel news resources

Field trips

## **Rationale and Consultations**

---

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

Yes

# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:32 am

Viewing: **HOSP 2240 : Hosp Work Experience Co-Op**

Last edit: 06/03/22 2:26 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Hospitality Work Experience Co-Op

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:32 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:06 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	8388

Banner Course  
Name:

Hosp Work Experience Co-Op

Subject Code:

HOSP - Hospitality

Course Number

2240

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students practice the necessary skills to be competitive in today's hospitality employment market. In the first part of the course, students learn and apply strategies to prepare them for their co-ops and the diverse workplace cultures found within the hospitality industry. Topics covered include goal setting development strategies for short and long-term career goals, personal strengths assessments, personal branding, networking, job search strategies, portfolio building, industry etiquette, and interviewing styles and techniques. In the second half of the course, students participate in an 8-week, industry-related work experience co-op applying classroom theories, skills, resources, tools, and strategies to the workplace.

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

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

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

No

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	<p>Practicum Preparation and Career Development Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify current trends and career pathways within the Hospitality and Tourism industry</li> <li>2. Assess personal strengths and opportunities</li> <li>3. Develop personal branding through networking and social media</li> <li>4. Examine and apply job search strategies to meet their career plan</li> <li>5. Interpret employment laws, employer vs employee rights, and workplace expectations</li> <li>6. Create an action plan for career placement</li> </ol>

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

CLO #2	<p>Work Experience Co-Op Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a level of interpersonal and inter-cultural awareness through effective communication as a hospitality management professional in an inclusive and diverse workplace.</li> <li>2. Use leadership, conflict and relationship management skills and tools to make sound management decisions and recommendations.</li> <li>3. Evaluate financial information and revenue management strategies to support the goals of a hospitality enterprise.</li> <li>4. Act in a professional, ethical and lawful manner within the hospitality industry by applying employment, labour relations, health and safety and privacy legislation standards.</li> <li>5. Provide responsible and professional food and beverage services.</li> <li>6. Explain various industry roles and responsibilities at the front line, supervisory, management, and executive levels.</li> <li>7. Develop marketing, promotional and sales strategies.</li> <li>8. Analyze emerging hospitality industry trends, technological innovations and environmentally sustainable practices.</li> <li>9. Examine the sectors of the tourism and hospitality industry and their economic, social, geopolitical, and environmental impacts.</li> <li>10. Demonstrate critical thinking and problem-solving skills in their work as hospitality professionals.</li> </ol>
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### Instructional

#### Strategies:

Practical workplace experience in an authentic hospitality industry setting supervised by hospitality professionals and VCC faculty.

Instructional strategies may include interactive lectures, active learning instructional strategies, conferencing, discussions, group work, online activities, and self directed learning.

### Evaluation and Grading

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

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity



Type	Percentage	Brief description of assessment activity
Portfolio	50	Practicum Preparation and Career Development Assessment Activities: <ul style="list-style-type: none"> <li>- Skills Assessment and Career Plan</li> <li>- Job Search Activities / Networking</li> <li>- Resume, Cover Letter, Social Media Profile</li> <li>- Mock Interview</li> <li>- Hospitality Workplace and Culture</li> </ul>
Practicum	50	Practicum Assessment Activities: <ul style="list-style-type: none"> <li>- Student Journals &amp; Self Reflection</li> <li>- Instructor Practicum Assessment</li> <li>- Employer Practicum Assessment</li> <li>- Capstone Assignment on Learning Journey</li> </ul>

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      301

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

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Check all that apply:

Hours in Category 1:                      21

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

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Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Hours in Category 3: 280

### Course Topics

#### Course Topics:

1. Career Pathways in the Hospitality and Tourism Industries
2. Hospitality Industry Forecasting and Workplace Trends
3. Job Market Research & Analysis
4. Career Plan and Goal Setting
5. Job Search and Networking
6. Understanding Yourself: Formal and Informal Strengths Assessments
7. Personal Information Gathering: Online Profile, Resumes & Cover Letters, ePortfolios, References
8. The Interview Process – Preparation, Attending and Post Interview
9. Understanding the Workplace: Laws, Rights & Expectations
10. Adjustment to the Workplace Culture
11. Business Etiquette

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

PCG

### Additional Information

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Provide any additional information if necessary.

# Course Change Request

Date Submitted: 06/03/22 10:26 am

Viewing: **HOSP 2310 : Food Production Principles**

Last edit: 06/15/22 10:09 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Food Production Principles**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:26 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:01 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<a href="mailto:mpaassen@vcc.ca">mpaassen@vcc.ca</a>	<b>8388</b>

Banner Course Name: Food Production Principles

Subject Code: HOSP - Hospitality

Course Number: 2310

Year of Study: 2nd Year Post-secondary

Bridge College Code UT

Bridge Billing Hours 0-3

Bridge Course Level 01

## Course Description:

This course prepares students to manage and work in **the kitchen kitchens** preparing food in a safe, **environmentally stable**, efficient and **cost-effective costeffective** manner. Students are introduced to the principles of cooking based on French **Culinary** techniques. This course **covers is-part-of** the **theoretical and practical application of food service operations. full-time-Hospitality Management Diploma-Program** **Students develop practical training while learning techniques and use of tools in an industrial kitchen, and theoretical competency in the elements of food costing and operations of a kitchen brigade in a restaurant environment.**

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	<b>Communicate effectively with each team member in the kitchen.</b> <del>Use knives and kitchen equipment safely to cut meat, vegetables and other ingredients.</del>
<b>CLO #2</b>	<b>Identify and operate kitchen equipment and hand tools.</b> <del>Define and use cooking terms accurately.</del>
<b>CLO #3</b>	<b>Demonstrate simple knife skills.</b> <del>Use and convert recipes to produce desired quantities.</del>
<b>CLO #4</b>	<b>Define cooking terms and concepts within the culinary foundations of this course.</b> <del>Weigh and measure ingredients and portions accurately.</del>

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

<b>CLO #5</b>	<b>Read, comprehend, convert and prepare recipes while weighing and measuring accurately.</b> <del>Season food to achieve desired product outcomes.</del>
<b>CLO #6</b>	<b>Classify and prepare: vegetables and starches, cold kitchen prep, eggs, soups, sauces, fish, shellfish, meat and poultry.</b> <del>Prepare a variety of protein, vegetable, starch, and dessert items in a professional kitchen.</del>
<b>CLO #7</b>	<b>Identify nutritional and healthy menus and effectively use seasonings, spices and herbs.</b> <del>Apply ethical and sustainability decision making in food production.</del>
<b>CLO #8</b>	<b>Use effective inventory, purchasing, receiving and storing procedures for cost controls.</b>

Instructional

Strategies:

Lectures, demonstrations, supervision of practical work.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<del>20-30</del> 30	<del>Three</del> three quizzes are given on theory of cooking
Lab Work	<del>40-50</del> 50	<del>Multiple assessments</del> Based on applied cooking skills, teamwork, <del>attitude</del> , participation
Final Exam	<del>20-30</del> 20	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 65 ~~45~~

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

---

Check all that apply:

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2: 50

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

---

Check all that apply:

Hours in Category 3: ~~30~~

#### Course Topics

##### Course Topics:

Kitchen equipment

Kitchen safety

Knife skills

Salads, salad dressings, vegetables and starch cooking

**Sandwiches, soups and stocks** Sandwiches

**Egg cookery** Soups and stocks

Sauces and pasta cooking

Meat and poultry cooking methods

Fish and shellfish cooking methods

Dessert preparation

Weights and measures

Recipe conversions

**Cost controls - inventory, purchasing and receiving.**

# Course Change Request

## New Course Proposal

Date Submitted: 06/03/22 10:28 am

Viewing: **HOSP 2311 : Communicating Effectively**

Last edit: 06/16/22 10:41 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Communicating Effectively as a Hospitality Professional

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department: Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:28 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:02 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Monique Paassen	mpaassen@vcc.ca	604-443-8388
Willy A. Aroca	warocaaguirre@vcc.ca	604.871.7000 ext. 8746

Banner Course Name: Communicating Effectively

Subject Code: HOSP - Hospitality

Course Number: 2311

Year of Study            2nd Year Post-secondary

Credits:                 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course is designed to assist students in applying critical thinking and analytic written and oral communication skills and strategies in the diverse context of the hospitality industry. Students will demonstrate interpersonal and intercultural skill mastery individually, in groups, and as a member of a team. Students will also complete ePortfolios introduced in Introduction to Business Communications and Essentials of Business Communication in preparation for Co-op placement.

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

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

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

Yes

**Details of PLAR:**

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

**Course Learning**

**Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Demonstrate competency in interpersonal and intercultural communication
CLO #2	Demonstrate competency in appropriate style, tone and organization in oral and written communication
CLO #3	Demonstrate effective communication and professional behaviours in a range of situations and reflect on one's own and others' communication
CLO #4	Present a refined individual e-portfolio that highlights career-related achievements and skills



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

CLO #5 Analyze and incorporate research on hospitality trends into a business report or presentation

Instructional

Strategies:

Interactive lectures, presentations, group discussions, demonstrations, role plays and peer feedback.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	10	Individual and group writing forums
Assignments	30	
Project	30	2 presentations
Portfolio	30	ePortfolio

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 27

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

---

Check all that apply:

Hours in Category 1: 27

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Business reports  
 Research skills  
 Academic integrity (plagiarism), citation and referencing  
 Analysis of a hospitality trend  
 Critical thinking / reflective thinking  
 Presentation skills  
 ePortfolio development

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

PCG

Provide a rationale  
 for this proposal:

# Course Change Request

Date Submitted: 06/03/22 10:27 am

Viewing: **HOSP 2360 : Restaurant Operations**

Last approved: 11/10/21 5:05 am

Last edit: 06/16/22 10:39 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:  
Restaurant Operations

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:27 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:03 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:24 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Apr 15, 2021 by  
Darija Rabadzija  
(drabadzija)
2. Nov 10, 2021 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.

Name	E-mail	252 Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course      Restaurant Operations

Name:

Subject Code:      HOSP - Hospitality

Course Number      2360

Year of Study      2nd Year Post-secondary

Credits:            3

Bridge College Code    UT

Bridge Billing Hours    0-3

Bridge Course Level    01

Course Description:

**Restaurant Operation is a** ~~This course~~ **where helps** students **apply the theoretical knowledge** ~~develop skills~~ **required to operate both, a dining room** and **skills learned from various courses** ~~kitchen~~ **in the hospitality program. a typical medium sized restaurant with a limited sophisticated menu. This course allows students to develop skills required to operate a casual dining room in a commercial kitchen setting.** In the dining room students assume the roles and responsibilities of **a manager, a server, food and beverage service,** ~~hosting, cashiering, and bartending. cashiering and the preparation of all beverages.~~ In the kitchen, students **assume** ~~produce all menu items, building on~~ **the role of a manager and produce all menu items, building on the** culinary foundations taught in **HOSP 2310** Food Production Principles. **Instructors** ~~With instructional supervision, students~~ ensure **students' safety, all sanitation guidelines** and quality of **all** ~~all~~ food and beverage **products. production. It is recommended that students take HOSP 1360 and HOSP 2310 prior to taking HOSP 2360. This course is part of the full-time Hospitality Management Diploma Program**

Course Pre-Requisites (if applicable):

~~HOSP 1360, HOSP 2310, Foodsafe Certificate Level 1 and Serving It Right Certificate.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use a Point of Service (POS) system in a restaurant environment.
CLO #2	Identify all the functions, roles and responsibilities (including scheduling) of restaurant operations. <del>Create effective lines of communication with all restaurant personnel</del>
<del>CLO #3</del>	<del>Develop a system to effectively manage and operate the workday</del>
CLO #3 #4	Implement techniques to ensure the restaurant a dining room is functioning and managed efficiently and revenues and sales are being maximized on a daily basis.
CLO #4 #5	Evaluate guest expectations and establish appropriate boundaries. <del>Meet and exceed guests' expectations</del>
CLO #5 #6	Establish effective guest relations through personal interaction, with a recognition of intercultural contexts. <del>interaction</del>
CLO #6 #7	Perform service recovery skills to resolve guest complaints and concerns in all situations. <del>situations</del>
<del>CLO #8</del>	<del>Operate all kitchen equipment safely and efficiently</del>
CLO #7 #11	Follow standardized recipes and portion control in relation to menu items produced at a restaurant. <del>Follow set schedules and describe their importance in kitchen and dining room operations</del>
CLO #8 #9	Apply technical skills (including Perform the safe operation various duties of all kitchen equipment) and communication skills each station within a restaurant to perform the various duties of each station within the restaurant safely and efficiently. <del>produce quality menu items</del>
<del>CLO #10</del>	<del>Use standardized recipes and portion control, in relation to menu items produced in a restaurant</del>
CLO #9 #12	Use sustainability principles in restaurant operations. <del>operations</del>
CLO #10 #13	Communicate effectively with each team member in a restaurant. <del>restaurant</del>

## Instructional

## Strategies:

Interactive lectures, ~~lectures~~; group work, demonstrations, and supervision of practical experience.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other Exam	50	<p>Checklist/Rubric for "front of the house" positions: Practical application in various front of the house positions as: manager, cashier, server, host, bartender. bartender</p> <p>(a) 20% presentation: practical experience throughout the term that includes food presentation, table settings, overall room set-up</p> <p>(b) 20% Different tasks that include: Serving, cashier, stewarding, bartending, and hosting</p> <p>(c) 10% Management of daily performances</p>
Other Exam	50	<p>Checklist/Rubric for "back of the house" positions: manager, hot and cold stations.</p> <p>(a) 20% Daily Practical application in various areas of the kitchen performance reflection</p> <p>(b) 10% Daily kitchen performance self-reflection</p> <p>(c) 10% Daily kitchen rotation</p> <p>(d) Performance of duties including kitchen daily tasks</p> <p>manager, hot and cold stations</p>

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      **65 ~~45~~**

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

---

Check all that apply:

Hours in Category 1:                      **15**

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

---

Check all that apply:

Hours in Category 2:                      **50**

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

---

Check all that apply:

Hours in Category 3:                      **~~45~~**

#### Course Topics

Course Topics:
Effective restaurant communication
Time management
Maximizing restaurant sales
Customer expectations
Guest relations
Resolving guest complaints
Restaurant equipment
Station duties
Standardized recipes

**Course Topics:**

Portion control

Restaurant schedules

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

PCG

Provide a rationale  
for this proposal

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

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

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



# Course Change Request

Date Submitted: 06/03/22 10:19 am

Viewing: **HOSP 2410 : Human Resources**

## Management

Last edit: 06/15/22 10:12 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Human Resources Management**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:24 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:04 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course Name: Human Resources Management

Subject Code: HOSP - Hospitality

Course Number: 2410

Year of Study: 2nd Year Post-secondary

Bridge College Code UT

Bridge Billing Hours 0-3

Bridge Course Level 01

## Course Description:

~~This course helps students develop a fundamental understanding of human resources theory and practice. Students develop a fundamental understanding of human resources theory It focuses on the critical issues that concern managers in the hospitality industry including employee relations, recruiting and practice with a focus on critical issues selection, employment standards and emerging challenges and trends that impact managers in the hospitality in the industry. Students explore the changing needs of today's diverse and inclusive work environment within a legal and ethical framework. Students investigate the processes of attracting, recruiting, selecting, training, managing and developing employees within a safe, respectful and healthy workplace culture. Students identify the necessary managerial competencies for building and leading effective teams. This course is part of the full-time Hospitality Management Diploma Program~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

Yes

## Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

## Course Learning

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Define the importance of human resources and their strategic link to the organizational goals and vision</b> <del>Recruit, manage performance and assist employees with their career development.</del>

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

<b>CLO #2</b>	<b>Examine current and emerging issues, trends, practices, and processes in HRM</b> <del>Analyze the processes, programs and systems in an organization that focus on the effective deployment and development of its employees.</del>
<b>CLO #3</b>	<b>Analyze the key factors supporting diversity and inclusiveness, employee engagement, motivation, empowerment, performance management, ethics, and training</b> <del>Align a hospitality organization's business strategy and human resource management strategy.</del>
<b>CLO #4</b>	<b>Identify current challenges regarding planning, recruitment, development, compensation and appraisal of an effective and efficient workforce</b> <del>Describe the legal framework of HRM and types of employment law in Canada.</del>
<b>CLO #5</b>	<b>Apply managerial and leadership competencies in a variety of Human Resources industry business scenarios</b> <del>Describe statutory rights, contractual rights, due process and legal implications of those rights.</del>
<b>CLO #6</b>	<b>Describe the legal framework of HRM and rights of employers and employees</b> <del>Outline the manager's role in creating a work environment that is free from harassment/discrimination.</del>
<b>CLO #7</b>	<b>Analyze the complexities of establishing and maintaining effective professional relationship with all stakeholders including communities, employees, management, unions, business owners, and guests</b> <del>Define and design work for employees.</del>
	<del>Create work environments that increase employee contributions, engagement and motivation.</del>
	<del>Carry out a progressive disciplinary process when necessary.</del>
	<del>Describe the legal responsibilities of managers and supervisors to create safe and healthy workplace.</del>
	<del>Explain a proactive strategic approach to improving employee health and safety.</del>
	<del>Work effectively with unions.</del>
	<del>Evaluate the effectiveness of line management's ownership of HRM processes, programs &amp; systems.</del>
	<del>Apply theories in ethics and moral development which are relevant to the hospitality industry.</del>

Instructional  
Strategies:

**Instruction involves interactive lectures, presentations, Lectures, role plays, case studies, group discussions, role plays, discussions and peer feedback. projects Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises gives students the opportunity to take an active role and learn by doing.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35 <del>30</del>	Engagement (Preparation and Participation) Weekly Activities e.g. Moderating Online Discussion Forums, Student-led classroom discussions Journal Critiques
Assignments Participation	5 <del>15</del>	Video Introduction Attendance and class participation
Project Exam	50 <del>20</del>	Group project with multiple assignments due. e.g, Group contract, Mid & Wrap up Peer and Self Evaluations and Feedback, Video or in class Presentation
Assignments Other	10	Self Reflection Journal and Wrap up Evaluation Annotated Bibliography
Final Exam	<del>25</del>	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Scope of human resources in hospitality industry

Group dynamics

Ethics, morals, professionalism in hospitality industry

Employment standards

Diversity

Recruitment, job specifications appraisals

Employee handbooks, orientations

Manager's role in creating a safe work environment

Conflict management

Health and safety

Legal aspects of human resources work

Design job descriptions

Working effectively with unions

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

## Rationale and Consultations

---

# Course Change Request

Date Submitted: 06/03/22 10:31 am

Viewing: **HOSP 2470 : Organizational Behaviour**

Last edit: 06/03/22 10:31 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Organizational Behaviour**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:31 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:05 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course Name: Organizational Behaviour

Subject Code: HOSP - Hospitality

Course Number: 2470

Year of Study: 2nd Year Post-secondary

Bridge College Code UT

Bridge Billing Hours 0-3

Bridge Course Level 01

## Course Description:

**Students examine the behaviour and impact of individuals, groups, and organizations. Students apply leadership strategies, critical thinking and analytical skills to case studies and activities focusing on current organizational challenges and opportunities.** ~~This course focuses on individual, group and organizational behavior. Students explore Topics include organizational structure, power and politics, technology and environment, strategies for effective leadership, motivational techniques and the effects effect of personality, emotion, attitudes, ethics and perception, values and attitudes on individual and team behaviour. behavior.~~ **Course topics include change and conflict management, motivation, team dynamics and development, culture, stress management, technology and environment, and political power influences.** ~~This course is part of the full-time Hospitality Management Diploma Program~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

Yes

## Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	<b>Define and explain key OB terms and concept</b> <del>Evaluate the opportunities that change creates for organizational behaviour</del>
<b>CLO #2</b>	<b>Explain how perception, personality, emotions, attitudes, ethics and values influence behaviour in organizations on individual and team levels</b> <del>Describe factors that affect organizations competing in a global economy</del>

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

<b>CLO #3</b>	<b>Differentiate leadership styles and competencies</b> <del>Evaluate a situation to determine if a person is acting ethically and professionally</del>
<b>CLO #4</b>	<b>Facilitate group discussions on issues relevant to organizational behaviour related challenges managers face today</b> <del>Describe the pillars of morality and the part that empathy plays in moral behaviour</del>
<b>CLO #5</b>	<b>Demonstrate effective communication, negotiation, feedback and conflict management techniques</b> <del>Explain how personality influences behaviour in organizations</del>
<b>CLO #6</b>	<b>Explain the impact of power and politics in the workplace</b> <del>Distinguish between organizational citizenship and deviant workplace behaviour</del>
<b>CLO #7</b>	<b>Differentiate decision making and problem-solving models</b> <del>Demonstrate motivation techniques with staff</del>
	<del>Describe Bandura's social learning theory</del>
	<del>Design an orientation program</del>
	<del>Describe the psycho-physiology of the stress cycle</del>
	<del>Handle personal stress in the workplace</del>
	<del>Follow a systematic decision-making model and demonstrate how participation can improve decision-making</del>
	<del>Describe and analyze forms and sources of power in organizations</del>
	<del>Explain organizational politics</del>
	<del>Synthesize leadership research into key guidelines for leaders</del>
	<del>Create a career/life plan that includes career anchors, multiple pathways, psychological contract, mentor-ship and maintenance plans</del>

Instructional

Strategies:

**Instruction involves** ~~Students will take part in~~ interactive lectures, **presentations, Lectures**, role plays, case studies, group discussions, **role plays, discussions projects** and **peer feedback**. ~~other techniques:~~ **projects**  
**Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises gives students the opportunity to take an active role and learn by doing.**

## Evaluation and Grading

---



Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

265

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30 <del>15</del>	Engagement (Preparation and Participation) Weekly Activities e.g. Moderating Online Discussion Forums, Student-led classroom discussions
Assignments Exam	10 <del>15</del>	Case studies
Project Other	40 <del>15</del>	Group Research Project - with multiple assignments due. e.g, Group contract, Mid & Wrap up Peer and Self Evaluations and Feedback, Video or in class Presentation
Assignments Midterm-Exam	20	Self Reflection Journal and Wrap up Evaluation
Other	10	Oral Presentation
Final Exam	25	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Organizational structure

Power and politics

Technology and environment

Strategies for effective leadership

Motivational theories and techniques

Effect of personality, perception, values, **attitudes, ethics** ~~attitudes~~ and diversity on behaviour

Groups and teamwork **stages of development**

Perception, personality and emotions

Conflict and negotiation

**Decision Making and Problem solving models** ~~Career planning~~

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

# Course Change Request

Date Submitted: 06/03/22 10:28 am

Viewing: **HOSP 2620 : Introduction to Marketing**

Last edit: 06/16/22 1:04 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

**Introduction to Marketing**

Effective Date: September 2023

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/22 10:28 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:05 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen@vcc.ca</b>	<b>8388</b>

Banner Course Name: Introduction to Marketing

Subject Code: HOSP - Hospitality

Course Number: 2620

Year of Study: 2nd Year Post-secondary

Bridge College Code UT

Bridge Billing Hours 0-3

Bridge Course Level 01

## Course Description:

This course **is designed to involve the engages** students in a detailed study of basic marketing principles and **functions. functions and their application in the hospitality industry.** Students **will develop an a conceptual** understanding of **the concept of marketing,** strategic **marketing** planning, **market segmentation, target marketing, product development, positioning,** and **brand positioning. pricing.** All elements of the marketing mix, including **pricing, product placement, product development communications channels** and **promotional strategies will be personal selling are** examined. ~~Current trends in social media marketing, their use and importance in business are discussed. This course is part of the full-time Hospitality Management Diploma Program~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

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

Yes

## Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

## Course Learning

## Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Apply Use</b> marketing <b>terms terminology accurately</b> and <b>concepts, such as: effectively competitive analysis, marketing plan, 4 Ps of marketing, pricing strategies, positioning, public relations, segmentation; target market; product differentiation, and service marketing.</b>
<b>CLO #2</b>	<b>Evaluate internal and external variables and customers needs/demand when forming marketing strategies.</b> <del>Perform a critical analysis of a marketing situation, and a SWOT and product mix analysis to determine appropriate action</del>

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

<b>CLO #3</b>	<b>Create customer-driven marketing strategies based on their research and understanding of the marketing environment. Prepare the basis for a marketing plan</b>
<b>CLO #4</b>	<b>Examine societal marketing strategies and their application to the hospitality sector. Define market segments that have the most desirable potential for business</b>
<b>CLO #5</b>	<b>Apply various promotional strategies to a hospitality business. Determine appropriate marketing mix, including product assessment, pricing strategy, communication strategies and distribution plan</b>
<b>CLO #6</b>	<b>Identify changing consumer trends in the hospitality industry and its impact on future marketing decisions. Develop and present a full marketing plan</b>
<b>CLO #7</b>	<b>Evaluate the structural attractiveness of target markets. Develop a communication mix</b>
	<del>Identify the benefits of various communication vehicles, including personal selling</del>
	<del>Describe the relative strengths and weaknesses of personal selling, public relations, publicity and advertising as they apply to the hospitality industry</del>
	<del>Apply ethical and decision-making in marketing and publicity that consider sustainability issues</del>
	<del>Analyze emerging hospitality trends and innovations to make relevant marketing recommendations</del>

Instructional

Strategies:

Lectures, lab sessions, group discussions, case studies and presentations

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments <del>Project</del>	40 <del>25</del>	<b>Group assignments (8):</b> - Company analysis (5%) - SWOT Analysis (5%) - Competitive Analysis (5%) - Positioning and Differentiation (5%) - Customer analysis and target marketing (5%) - Promotion Strategy (5%) - Pricing Strategy (5%) - Overall summary of marketing (5%) <del>Marketing Plan</del>
Project	15	<del>Presentation on Plan</del>
Midterm Exam <del>Assignments</del>	30 <del>10</del>	<del>SWOT Assignment</del>
Final Exam <del>Other</del>	30 <del>10</del>	<del>Sales Presentation</del>
Participation	10	Participation / Attendance
Quizzes/Tests	30	

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Introduction to Marketing

Service characteristics

Role of Marketing in Strategic Planning

Segmentation - targeting and positioning

Marketing environment

Marketing Information Systems

Consumer markets and buying behaviour

~~Professional sales~~

Promoting products: Promo and Advertising

Promoting products: Public Relations and Sales

Direct and online marketing

Using Social Media in marketing

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

Date Submitted: 06/03/22 10:29 am

Viewing: **HOSP 2660 : Hospitality Sales**

## Management

Last approved: 12/17/21 5:23 am

Last edit: 06/16/22 10:43 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Hospitality Sales Management

Effective Date:

September 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 06/03/22 10:29 am  
Monique Paassen  
(mpaassen):  
Approved for 5701  
Leader
2. 06/03/22 1:06 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 07/27/22 11:25 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

### History

1. Dec 3, 2020 by  
Darija Rabadzija  
(drabadzija)
2. Nov 10, 2021 by  
Darija Rabadzija  
(drabadzija)
3. Dec 17, 2021 by  
Darija Rabadzija  
(drabadzija)



Name	E-mail	Phone/Ext.
<b>Monique Paassen</b>	<b>mpaassen</b>	<b>8388</b>

Banner Course Name: Hospitality Sales Management

Subject Code: HOSP - Hospitality

Course Number: 2660

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: UT

Bridge Billing Hours: 0-3

Bridge Course Level: 01

#### Course Description:

This course **applies a case study approach** ~~provides students with the opportunity~~ to **prepare students for consultative** ~~develop sales supervisory skills, direct selling skills, relationship sales management and supervision techniques required~~ in the hospitality industry. **The course includes a variety of workplace selling scenarios and a running theme of relationship management to help learners relate sales management decisions to a company's success. Course topics include prospecting clients, establishing a sales relationship, discovering buying conditions and offering a sales solution. Students explore the effects of globalization on the hospitality industry as well as the economic impact of social events, conventions and meetings hosted by the various markets.** ~~This course is part of the full-time Hospitality Management Diploma Program~~

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

~~HOSP-2620:~~

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

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

Yes

#### Details of PLAR:

To learn more about the PLAR pathways for this course review the Hospitality Management Diploma Program Content Guide.

### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<del>Use business forecasting skills and techniques</del>
CLO #2	<del>Demonstrate excellent sales skills</del>
CLO #3	<del>Use a trace file system and sales file system</del>
CLO #4	Book functions
CLO #5	<del>Write contractual agreements, contra-accounts, supply and demand</del>
CLO #6	<del>Administer large volumes of (email, mail, etc)</del>
CLO #7	<del>Manage sales employees</del>
CLO #8	<del>Orient new staff and mentor employees</del>
CLO #9	<del>Use Database Management Systems for revenue / yield management</del>
CLO #10	<del>Develop an organizational chart of the target market</del>
CLO #11	<del>Evaluate and project business trends</del>
CLO #1	<b>Adapt selling techniques to various communications styles.</b>
#12	<del>Leverage brand and overcome objections</del>
CLO #2	<b>Examine the value of being a product expert.</b>
#13	<del>Use marketing strategies</del>
CLO #3	<b>Apply conversational strategies that establish selling relationships.</b>
#14	<del>Develop good public relations</del>
CLO #4	<b>Apply the use of questions to discover guest needs.</b>
#15	<del>Use cross-selling techniques</del>
CLO #5	<b>Apply specific methods of managing objections.</b>
#16	<del>Locate decision-makers in various market segments</del>
CLO #6	<b>Apply specific methods of closing the sale.</b>
#17	<del>Develop sales job descriptions</del>
CLO #7	<b>Create effective sales documents.</b>
#18	<del>Create a successful meeting/conference</del>

Instructional

Strategies:

**Instruction involves interactive lectures, presentations, role plays and peer feedback. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.** ~~Lectures, group research, case studies and demonstrations~~

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<del>30</del> 10	<b>Written assignments</b> <del>Individual Research assignment.</del>
<del>Portfolio</del> <del>Quizzes/Tests</del>	<del>10</del> 15	
<del>Assignments</del> <del>Midterm Exam</del>	<del>45</del> 20	<b>Oral presentations and assignments</b>
<del>Project</del>	<del>20</del>	<del>Group Research Project.</del>
<del>Project</del>	<del>15</del>	<del>Group Project Presentation or Meeting Project</del>
<del>Final Exam</del>	<del>20</del>	
<b>Participation</b>	<b>15</b>	

## Hours by Learning Environment Type

---

To complete this section:

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

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

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Check all that apply:

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Sales communication skills

**Consultative sales** ~~Sales~~ techniques

~~Analyzing sales information~~

~~Sales presentations~~

**Establishing selling relationships** ~~Customer retention~~

Industry trends in room and meeting business

Critical thinking and problem solving techniques

~~Sales supervisory skills~~

~~Differences in convention centres and hotels~~

**Successful** ~~Hosting a successful~~ meeting / convention

~~Impact of Conferences and Conventions on our economy~~

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

## Rationale and Consultations

---



## INFORMATION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** English Language Admission Requirements:  
 Dental Reception Coordinator Certificate  
 Certified Dental Assisting Certificate (onsite)  
 Certified Dental Assisting Certificate (distance)

### BACKGROUND:

Assistant Registrar D. Cunningham Hall is working on a project to clarify and simplify English language program admission requirements, including (academic) English and [English Language Proficiency \(ELP\)](#) requirements and equivalencies.

Discrepancies were identified in the admission requirements listed in the Dental Reception Coordinator Certificate and the Certified Dental Assisting Certificate (onsite & distance) program content guides and the requirements on the [Health Sciences ELP page](#).

The PCGs currently do not reflect what the departments actually intended in terms of language requirements.

### DISCUSSION:

In consultation with Department Leaders L. Lo Yan and E. Squires, Dean J.-E. Zakoore, and the Curriculum Committee Chair, it was agreed to complete these edits administratively as corrections. This change has been communicated to Curriculum Committee as well as to affected areas (Advising, Admissions, etc.). Curriculum Committee had no concerns about this approach.

There will be further discussions to review and revise the ELP chart to provide greater clarity and remove unnecessary barriers for students.

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

**DATE:** August 25, 2022



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** C.1.3 Granting of Credentials Policy & Procedures

### BACKGROUND:

The policy and procedures underwent a scheduled five-year review. Revisions proposed by the Registrar focused mostly on updating information to reflect current practice.

A more substantive change was to adjust and narrow credit ranges for various credentials to align more closely with other post-secondary institutions and reduce the currently wide spread of credits across VCC programs.

Other changes included increasing the residency requirement from 25% to 35% in the last half of the program, with Prior Learning Assessment & Recognition (PLAR) counting towards residency.

### DISCUSSION:

Proposed revisions were discussed at several committee meetings, with a focus on the question of credit ranges. It was acknowledged that some programs will continue to fall outside of listed credit ranges, whether due to regulatory requirements (e.g., Health Sciences), or to remain competitive in the market (Continuing Studies).

The original proposal was to provide narrower ranges, but make them recommended, rather than required. However, there were concerns that this may increase, rather than decrease, variability in credits and possibly lead to proposals being rejected at a late stage in the approval process. To prevent these issues, the committee agreed to maintain required ranges, with the option for Education Council to approve exceptions.

References to Statements of Completion and Awards of Achievement were initially removed but re-added based on committee feedback, since they are not captured in other policies. Wording was adjusted to indicate that the policy and procedures do not apply to these types of non-formal recognition.

Procedures around exceptions to requirements for both students and programs were consolidated and clarified.

These final wording edits were completed by D. McMullen after the Policy Committee meeting.

### RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, C.1.3 Granting of Credentials policy and procedures.

**PREPARED BY:** Sarah Kay, Chair, Education Policy Committee

**DATE:** August 18, 2022



## POLICY

Policy Name	<b>Granting of Credentials</b>
Policy Number	C.1.3
Approval Body	Board of Governors (Education Council advice)
Sponsor	Vice President, Academic & Research
Next Scheduled Review Date	
Effective Date	September 26, 2018

**DRAFT: August 15, 2022**

### CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes student achievement by awarding credentials according to established program and course requirements.

This policy establishes the guidelines and definitions for awarding official VCC credentials to students.

### DEFINITIONS

Course Exemption: The waiving of a course that is required to complete a credential.

Course Substitution: Formal recognition of course equivalency in a VCC approved course outside the program area.

Credential: A named qualification that is awarded upon completion of a program of study that has been approved by the Board of Governors of Vancouver Community College.

Cumulative Grade Point Average: A weighted average of grades earned in all courses taken at the institution.

Program Grade Point Average: A weighted average of grades earned in courses designated as eligible for inclusion in the requirements for a credential.

Parchment: The physical and legal document awarded to the recipient of a credential.

Prior Learning Assessment & Recognition (PLAR): Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs.

Statement of Completion: A document provided for the successful completion of a course or group of courses that do not lead to a credential.

Transfer Credit: The granting of credit for a credit-bearing course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment.

VCC Award of Achievement: A document provided for the successful completion of a course or group of courses that do not lead to a credential. The course or group of courses will include a minimum of 15 hours of instruction, and successful completion will be based on assessment criteria provided in the course outline(s), including but not limited to, participation or other subject-specific criteria as determined by the program area.

## SCOPE AND LIMITS

This policy applies to all formal credentials issued by the College. The policy and procedures do not apply to non formal recognition, such as Statements of Completion, VCC Awards of Achievement and non-credit courses/programs.

## POLICY PRINCIPLES

1. The College develops, approves and awards credentials under the authority of the College and Institute Act.
2. In order to maximize student mobility and success, credentials are also guided by:
  - a. provincial Ministry guidelines,
  - b. professional and industry association requirements,
  - c. accreditation bodies, and
  - d. postsecondary institutions with which course and programs articulate.
3. All credentials are approved by the Board of Governors on the recommendation of Education Council.
4. Credentials will only be awarded for programs that have been approved by Education Council.
5. The College has approved the following credentials and credit ranges for each credential type. Exceptions to these credit ranges require approval by Education Council:

Credential	Description	Credit Range
Short Certificate	Usually less than one year of study.	9 to 17
Advanced Certificate	Provides students with specialized knowledge that builds on a previous credential. Usually less than one year of study. A certificate, diploma or Bachelor's degree is required as a pre-requisite.	18 to 45
Certificate	Usually one year of study.	18 to 45
Post-Degree Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually two years. A Bachelor's degree is required as a pre-requisite.	40 to 75
Advanced Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually one or more years. A diploma or Bachelor's degree is required as a pre-requisite.	40 to 75
Diploma	Usually two years of study.	60 to 82
Associate Degree	Two years of university-level study with an Arts or Science focus. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the <i>BC Transfer Guide</i> for specific requirements.	60
Degree	Usually four years of study.	Diploma + minimum 60



		or minimum 120 in total
--	--	----------------------------

6. The Registrar's Office documents and issues all credentials offered by the College, including the requirements for successful completion.
7. The Registrar's Office will assess a student's eligibility for a credential based on the following criteria for the program:
  - a. A minimum cumulative grade point average of 2.0 is achieved.
  - b. All program requirements, approved at the point the student entered the program, have been successfully completed.
  - c. Program requirements were met within the maximum program completion timeframe.
  - d. The student has no administrative holds, which may include outstanding financial debts to the College.
  - e. Thirty-five per cent (35%) of the prescribed program credits were completed at VCC within the last half of a program. Credits obtained through PLAR will be counted towards the residency requirement.

Exceptions to these minimum requirements, and/or additional criteria above the minimum established by the College, must be approved by the Registrar's Office in consultation with individual Departments.

8. The maximum duration timelines for completing approved program credentials are:
  - Advanced Certificate – three years
  - Certificate – three years
  - Post-Degree Diploma – five years
  - Advanced Diploma – five years
  - Diploma – five years
  - Associate Degree – five years
  - Degree – eight years

Shorter or longer maximum duration timelines must be approved by the Education Council.

9. The College reserves the right to deny credentials.
10. The College may issue honorary or posthumous credentials to eligible recipients.

## **RELATED RESOURCES**

### Legislation

College and Institute Act, RSBC 1996 c 52.

### VCC Policies

Grading, Progression and Withdrawal C.1.1

Assignment of Credits to Courses C.1.4

Curriculum Development and Approval C.3.14

Prior Learning Assessment & Recognition D.3.5

Transfer Credit D.3.11

### VCC Procedures

Granting of Credentials Procedures C.1.3

DRAFT



## PROCEDURES

Procedures Title	<b>Granting of Credentials</b>
Procedures Number	C.1.3
Approval Body	Board of Governors, Education Council (advice)
Sponsor	Vice President, Academic & Research
Next Scheduled Review Date	
Effective Date	September 26, 2018

**DRAFT: August 15, 2022**

### Awarding Credentials

1. Confirmation of a credential is based on the end date of the final required course or other graduation requirement.
2. Convocation ceremonies are generally held twice a year in Spring and Fall.
3. Student requirements for requesting credentials varies by program. Departments should be aware of and inform students of these requirements. The Registrar's Office will advise departments on the correct process for student graduation requests for credentials.
4. The Registrar's Office requires a minimum of six (6) weeks to confirm a student's eligibility to receive a credential.
5. Credits from a completed credential may be applied or used for advanced entry into additional credentials, where appropriate. Students must complete new credits equal to or greater than half of the credits required in the PCG of the second credential.
6. Students will not be granted the same credential that has previously been awarded at VCC.
7. Courses used for admission requirements cannot be used to meet graduation requirements.
8. Any exceptions from requirements for students or programs will be approved by the Registrar in consultation with the Dean and Department Leader. Disputes will be reviewed and decided by an Adjudication Committee.
9. Approved credit that is being granted through PLAR or Transfer Credit will be reflected on the student's transcript.

### Posthumous Credential

10. The College may award a credential to a student who, upon death, had completed all or most of the necessary requirements to qualify for the credential.
11. Requests for a posthumous credential will be reviewed by the Registrar and Dean of the appropriate School. A recommendation will be forwarded to the Vice President, Academic & Research for approval.
12. The notation "posthumous" will be recorded on the student's transcript but will not appear on the credential parchment.

### Parchments

13. To ensure consistency with commonly accepted practices, the Registrar's Office will maintain a standard for credential parchments, including naming conventions, design, and signatures.
14. A parchment will be issued after all graduation requirements are met and the student has applied for graduation where applicable.
15. Upon formal request, replacement parchments are available for graduates whose name has changed or whose credential has been lost/destroyed. Requests are submitted to the Registrar's Office. A replacement fee may apply.

**RELATED RESOURCES**

Granting of Credentials Policy C.1.3

DRAFT



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** D.3.10 Indigenous Education Enrolment Policy & Procedures

### BACKGROUND:

The policy underwent a scheduled five-year review. The policy was revised in collaboration between Indigenous Education and Community Engagement and the Registrar's Office to reflect current practice and clarify processes for holding designated seats for Indigenous learners.

A key point was to specify that two designated seats are held in every program or course, and to include specific timelines for how long seats are held. These changes are intended to set accurate expectations and provide a clear path for Indigenous learners; mitigate potential risk to the College; and improve consistency across departments serving students.

### DISCUSSION:

Proposed revisions were reviewed at several committee meetings. Based on committee feedback, the definition of Indigenous learner was clarified to indicate that it refers to Indigenous learners of Canada or Canadian descent. Policy principle #2 was added, explicitly stating the aim of the policy to redress underrepresentation of Indigenous learners in the classroom.

The policy and procedures were posted for community feedback in May/June 2022, and comments were discussed at the June committee meeting. Minor edits were made to procedure #2.

A key question throughout the review revolved around processes in Continuing Studies (CS), which were discussed with A. Lipsett, Dean of Continuing Studies; R. Noel, Associate Director, Student Recruitment and Learner Engagement; and D. McMullen, Registrar. The policy stipulates that programs will hold two designated seats for Indigenous learners; however, the registration system used in CS does not have this capability at this time. The possibility of incorporating this option into the system is being explored. In the meantime, Indigenous learners have priority registration in CS courses, which opens two days before the general registration period. Priority registration will be prominently advertised on CS web pages.

At the August 10 committee meeting, there was a discussion about the details of priority admission, priority registration, and seat release processes. Language was adjusted to clarify the process for seat release (procedure #6a, programs with no published application deadline), as well as for situations in which more than two Indigenous learners apply to programs with competitive admission (procedure #6d).

D. McMullen proposed creating an FAQ document to provide additional guidance on the different processes, rather than including too much detail in the policy and procedures.

**RECOMMENDATION:**

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, D.3.10 Indigenous Education Enrolment policy and procedures.

**PREPARED BY:** Sarah Kay, Chair, Education Policy Committee

**DATE:** August 18, 2022



## POLICY

Policy Name	<b>Indigenous Education Enrolment</b>
Policy Number	D.3.10
Approval Body	Board of Governors, Education Council (advice)
Sponsor	Vice President, Students & Community Development
Next Scheduled Review Date	
Effective Date	DRAFT: August 11, 2022

### CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) serves a large number of Indigenous learners and is committed to providing opportunities for Indigenous learners to achieve their academic potential in an environment that advocates full access, participation and success.

This Policy sets out the supports and practices designed to increase and facilitate enrolment of Indigenous learners in programs and courses at the College.

### DEFINITIONS

**Course:** A series of learning opportunities within a specific subject area with a defined set of learning outcomes, offered under a designated subject code and course number, within a defined time period.

**Indigenous Learner:** A person who has self-identified as Indigenous from Canada (First Nations, Métis, or Inuit) and has applied to a full-time or part-time credit or non-credit course or program at VCC. This includes self-identified Indigenous employees of the College who have applied to any course or program.

**Priority Admission:** The period of time that is more than two months before the start of a program, in which applicants are accepted into a program.

**Priority Registration:** An early and brief registration period that opens two days before the scheduled start date of course registration.

**Program:** A defined set of courses of instruction leading to a credential.

### SCOPE AND LIMITS

This policy applies to all self-identified Indigenous learners of Canada or Canadian descent.

### POLICY PRINCIPLES

1. In addition to the full scope of student support services provided by the College, Indigenous learners are provided additional cultural and support services through the Indigenous Education & Community Engagement department (IECE).
2. VCC is committed to redressing the underrepresentation of Indigenous learners in its classrooms.

3. VCC provides opportunities for priority admission and registration in programs and courses for Indigenous learners.
4. All programs and courses will designate two (2) seats for Indigenous learners.

## **RELATED RESOURCES**

### Legislation

Gender Equality in Indian Registration Act, SC 2010 c 18.

### VCC Policies

C.1.6 Registration

D.3.6 Admissions

D.3.6.1 Flexible Admissions

### VCC Procedures

Indigenous Education Enrolment D.3.10





## PROCEDURES

Procedures Name	<b>Indigenous Education Enrolment</b>
Policy No.	D.3.10
Approval Body	Board of Governors, Education Council (advice)
Sponsor	Vice President, Students & Community Development
Next Scheduled Review Date	
Effective Date	DRAFT: August 11, 2022

1. The Registrar's Office will work closely with the Indigenous Education and Community Engagement (IECE) Department to manage designated seating for Indigenous learners.
2. The Registrar's Office will:
  - a. provide the IECE Department with access to information pertaining to current Indigenous applicants;
  - b. notify the IECE Department when an Indigenous learner has been offered a seat in a program;
  - c. notify the IECE Department before releasing designated seats that have not been filled by Indigenous learners; and
  - d. notify the IECE Department before withdrawing the application of an Indigenous learner.
3. The Registrar's Office and IECE will work together to exercise flexibility for Indigenous learners around tuition and fee payments, including tuition deposits/commitment deadlines where applicable.
4. If an Indigenous learner declines a designated seat before the established deadline, the seat will be filled by the next eligible Indigenous learner.

### Program Admission

5. Programs will designate two (2) seats for Indigenous learners. Additional seats may be available in some programs.
6. Designated seats will be administered as indicated below:
  - a. Programs with no published application deadline
    - Seats designated for Indigenous learners that are not allocated will be released two (2) months before the start of a program; and
    - Eligible Indigenous learners who apply after the designated seats have been released (within two (2) months of the start of a program) will have priority admission should a seat become available.
  - b. Programs with non-competitive entry and where an admission requirement is in progress

- Conditional admission will be offered provided interim documentation is submitted that supports the successful completion of that pre-requisite. Proof of successful completion will be required before the start of the program.
- c. Programs with published application deadlines
  - Designated seats will be held until the admission processes have been completed, and if no eligible applications from Indigenous learners have been received, designated seats will be released.
- d. Programs with competitive admission
  - Designated seats will be held for Indigenous learners who meet at least the minimum program requirements until the selection process is complete.
  - Where there are more than two Indigenous applicants who meet the minimum requirements but who do not gain admission through the competitive process, offers of admission will be given on a first come first serve basis.
- e. Programs that require the submission of a portfolio or an audition
  - Designated seats will be held until the selection process is complete.

#### **Course Registration**

7. Course registration for Indigenous learners will open two days before the scheduled start of course registration.

#### **RELATED RESOURCES**

Indigenous Education Enrolment Policy D.3.10



## INFORMATION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 13, 2022

**ISSUE:** Revisions to D.1.3 Copyright Policy and Procedures

### BACKGROUND:

D.1.3 Copyright Policy and Procedures underwent a scheduled five-year review. The main change to the policy was to add recognition of Indigenous Peoples' rights regarding Indigenous knowledge as outlined in the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Policy writer V. Adams consulted with D. Wells, VP Academic & Research, and R. Noel, Associate Director, Student Recruitment and Learner Engagement, around language.

### DISCUSSION:

The draft policy and procedures were discussed at the August 10, 2022 committee meeting. The committee suggested only minor edits (adding "or designate" to the reference to the Dean, Indigenous Initiatives (procedure #4); and listing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) under related resources).

The committee approved posting the policy for College feedback, which was open from August 11 to September 1, 2022. Feedback was reviewed by the policy writer and discussed at the September 7 committee meeting.

One suggestion was to include more guidance around the use of online materials, Creative Commons and Open Educational Resources (OER). It was agreed not to add more details to the policy, as these points are addressed through copyright education, including workshops run by the Copyright Coordinator and the online [Copyright Guide](#).

It was clarified that questions regarding the respectful use and protection of Indigenous knowledge should be discussed with both the Copyright Coordinator and the Dean or designate, Indigenous Initiatives (procedure #4).

Minor edits included clarification on the location of the Copyright Guide and adding a link to [UNDRIP](#).

A more substantive change requested by the committee was to include intellectual property in policy principle #2. V. Adams noted that during the 2016 policy revision, the idea of creating a separate policy on Indigenous knowledge and intellectual property emerged. C. Little, Associate Director, Indigenous Education and Community Engagement (acting), will take this back for consideration.

The revised policy is being presented to Education Council for information. The policy and procedures will move forward to the Governance Committee for approval by the Board of Governors.

**PREPARED BY:** Sarah Kay, Chair, Education Policy Committee

**DATE:** September 8, 2022



## POLICY

Policy Name	<b>Copyright</b>
Policy Number	D.1.3
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Full Review	
Last Revised	<b>DRAFT: September 7, 2022</b>

**CONTEXT AND PURPOSE**

Vancouver Community College (VCC; the College) is in compliance with the provisions of the *Copyright Act of Canada* and is committed to the fair and ethical use of copyrighted materials at the College. VCC supports the right of Indigenous peoples to maintain, control, protect, and develop Indigenous knowledge as outlined in the United Nations Declaration on the Rights of Indigenous peoples.

**DEFINITIONS**

Copyright: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Copyright Act of Canada: The Federal legislation that governs all matters related to copyright.

Copyright Cooperative: An organization that represents creators and licenses the use of their work.

Copyright Coordinator: A librarian at the College with expertise on copyright matters, who maintains copyright information, obtains copyright permissions where required, and who provides copyright information, guidance, and workshops.

Fair Dealing: The provision in the Copyright Act that allows limited copying and communicating of a work for the purposes of research, private study, education, criticism, review, news reporting, satire, and parody.

License agreement: A contract which outlines how licensed materials may be used.

**SCOPE AND LIMITS**

This policy applies to all employees and students at VCC and is subject to applicable federal and international laws and to licensing agreements.

## POLICY PRINCIPLES

1. All College employees and students are responsible for using copyright protected works in accordance with the *Copyright Act* and within the terms of negotiated license agreements.
2. With regard to the respectful use and protection of Indigenous knowledge and intellectual property, College employees and students will follow the guidance of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 31 (Appendix A).
3. It is the responsibility of each individual to be familiar with the College *Copyright Policy*, *Copyright Act* and *Fair Dealing Guidelines*.
4. The College maintains a Copyright Coordinator position in the Library and appropriate resources to provide copyright information through the Library website and to support the College in copyright compliance.
5. College employees and students may reproduce and use copyright protected works for educational purposes where the *Copyright Act*, *Fair Dealing Guidelines* and/or license agreements permit such use.
6. When reproduction or use of materials for instructional purposes is not permitted under the above, permission must be sought through the Copyright Coordinator.

## RELATED RESOURCES

### Legislation

Copyright Act, RSC 1985, c C-42 <https://laws-lois.justice.gc.ca/eng/acts/c-42/>

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)

### VCC Policies and Procedures

D.1.3 Copyright Procedures

D.1.4 Curriculum/Educational/Institutional Material Created within the College

**APPENDIX A****United Nations Declaration of the Rights of Indigenous Peoples****Article 31**

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.
2. In conjunction with Indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.



## PROCEDURES

Procedures Name	<b>Copyright</b>
Procedures Number	D.1.3
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Full Review	
Last Updated	<b>DRAFT: September 7, 2022</b>

1. Information regarding the use of copyrighted materials for education purposes is available in the Copyright Guide webpage located on the Library website.
2. It is the responsibility of each individual to be familiar with the College *Copyright Policy*, *Copyright Act* and *Fair Dealing Guidelines*. Employees and students are responsible for consulting the Copyright Guide prior to copying, using, distributing and posting copyrighted materials in face-to-face or online courses.
3. Questions regarding the Copyright Guide should be directed to the Copyright Coordinator or another librarian.
4. Questions regarding the respectful use and protection of Indigenous knowledge should be directed to the Copyright Coordinator and the Dean or designate, Indigenous Initiatives.
5. College and departmental copyright workshops and individual consultations are offered by the Copyright Coordinator on a continual basis.
6. When the Copyright Act, Fair Dealing Guidelines and/or licensing agreements do not allow for the instructional use of copyrighted materials, employees should contact the Copyright Coordinator to initiate a copyright permission request with the copyright owner or copyright cooperative.
7. Records for all copyright clearances, permissions and licenses are retained by the Copyright Coordinator.

### RELATED RESOURCES

D.1.3 Copyright Policy

[The United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)





## POLICY

Policy Name	<b>Copyright</b>
Policy Number	D.1.3
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Full Review	
Last Revised	<b>DRAFT: September 7, 2022</b>

### CONTEXT AND PURPOSE

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### DEFINITIONS

**Copyright:** The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

**Copyright Act of Canada:** The Federal legislation that governs all matters related to copyright.

**Copyright Cooperative:** An organization that represents creators and licenses the use of their work.

**Copyright Coordinator:** A librarian at the College with expertise on copyright matters, who maintains copyright information, obtains copyright permissions where required, and who provides copyright information, guidance, and workshops.

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2. With regard to the respectful use and protection of Indigenous knowledge and intellectual property, College employees and students will follow the guidance of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Article 31 (Appendix A).
- ~~2.3.~~ It is the responsibility of each individual to be familiar with the College *Copyright Policy*, *Copyright Act* and *Fair Dealing Guidelines*.
- ~~3.4.~~ The College maintains a Copyright Coordinator position in the Library and appropriate resources to provide copyright information through the Library website and to support the College in copyright compliance.
- ~~4.5.~~ College employees and students may reproduce and use copyright protected works for educational purposes where the *Copyright Act*, *Fair Dealing Guidelines* and/or license agreements permit such use.
- ~~5.6.~~ When reproduction or use of materials for instructional purposes is not permitted under the above, permission must be sought through the Copyright Coordinator.

## RELATED RESOURCES

### Legislation

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- ~~1.2.~~ In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.



## PROCEDURES

Procedures Name	<b>Copyright</b>
Procedures Number	D.1.3
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Full Review	
Last Updated	<b>DRAFT: September 7, 2022</b>

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3. Questions regarding the Copyright Guide should be directed to the Copyright Coordinator or another librarian.
4. [Questions regarding the respectful use and protection of Indigenous knowledge should be directed to the Copyright Coordinator and the Dean or designate, Indigenous Initiatives.](#)
5. College and departmental copyright workshops ~~are offered several times a year by the Copyright Coordinator~~ and individual consultations are offered [by the Copyright Coordinator](#) on a continual basis.
6. When the Copyright Act, Fair Dealing Guidelines and/or licensing agreements do not allow for the instructional use of copyrighted materials, employees should contact the Copyright Coordinator to initiate a copyright permission request with the copyright owner or copyright cooperative.
7. Records for all copyright clearances, permissions and licenses are retained by the Copyright Coordinator.

**RELATED RESOURCES**

D.1.3 Copyright Policy

[The United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)