



## Vancouver Community College Education Council

### Meeting Agenda

February 11, 2020

3:30–5:30 p.m. VCC Downtown Campus, Room 240

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	<b>CALL TO ORDER</b>			1 min		
2.	<b>ACKNOWLEDGEMENT</b>		E. Ting	1 min		
3.	<b>ADOPT AGENDA</b>	Approval	E. Ting	1 min	✓	1-2
4.	<b>APPROVE PAST MINUTES</b>	Approval	E. Ting	1 min	✓	3-7
5.	<b>ENQUIRIES &amp; CORRESPONDENCE</b>	Info	E. Ting	1 min		
6.	<b>BUSINESS ARISING</b>					
	a. Concept Paper: VCC TESOL Certificate – Level 1	Info	S. Lew, F. Barillaro	10 min	✓	8-25
	b. Annual Update/Report Deans and Directors	Info	J.-E. Zakoor, J. Gossen, D. Innes, C. Sauvé	40 min		
	c. Draft Enrolment Plan 2020-21	Info	P. Aghakian	15 min	✓	26-34
	d. Annual Update on Affiliation Agreements	Info	D. Wells	5 min	✓	35-47
7.	<b>COMMITTEE REPORTS</b>					
	<b>a. Curriculum Committee</b>		T. Rowlatt			
	i. Program Update: Professional Cook 1 Certificate (EAL Cohort)	Approval	D. Innes, Y. Sukic	5 min	✓	48-77
	ii. Program Update: Business and Project Management Post Degree Diploma	Approval	M. Jamshidi	5 min	✓	78-84
	iii. Omnibus Motion: Admission Requirements and PLAR Language	Approval	T. Rowlatt	5 min	✓	85-140
	iv. Update: Minor Curriculum Changes 2019	Info	T. Rowlatt	2 min	✓	141
	<b>b. Policy Committee</b>	Info	A. Candela	5 min		
	<b>c. Appeals Oversight Committee</b>	Info	L. Griffith	5 min		

<b>d. Education Quality Committee</b>	Info	T. Rowlatt	5 min		
i. Updated Program Renewal Schedule				✓	<b>142</b>
ii. CD Fund Guidelines 2020-21				✓	<b>143-147</b>
iii. Program Renewal Report: Music Degree				✓	<b>148-177</b>
iv. Accreditation Report: OPTA				✓	<b>178-184</b>

<b>8. RESEARCH REPORT</b>	Info	E. Ting	5 min		
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<b>9. CHAIR REPORT</b>	Info	E. Ting	5 min		
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<b>10. STUDENT REPORT</b>	Info	P. Patigdas	5 min		
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<b>11. NEXT MEETING &amp; ADJOURNMENT</b>	Info	E. Ting	1 min		
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Next meeting: March 10, 2020  
3:30–5:30 p.m., BWY, room 5025



January 14, 2020

3:30–5:30 p.m. VCC Broadway Campus, Room 5025

**ATTENDANCE**

**Education Council Members**

- Elle Ting (Chair)
- Andrew Candela (Vice Chair)
- Brett Griffiths
- Dave McMullen
- David Wells (partially via teleconference)
- Heidi Parisotto
- Jo-Ellen Zakoor
- John Demeulemeester
- Karen Crossett
- Lucy Griffith
- Natasha Mandryk
- Nona Coles
- Todd Rowlatt

**Regrets**

- Denise Beerwald
- Shawna Broekhuizen

**Guests**

- Bruce Clarkson
- Clayton Munro
- Jacqueline Shehadeh
- Jennifer Kelly
- Karen Brooke
- Ken Izumi
- Lisa Beveridge
- Shirley Lew
- Taryn Thomson
- Tilda Venalainen
- Yulia Gracheva

**Recording Secretary**

- Darija Rabadzija

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT**

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the January 14, 2020 agenda as presented.  
**Moved by B. Griffiths, Seconded & CARRIED (Unanimously)**

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council adopt the December 10, 2019 minutes as presented.  
**Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

**5. ENQUIRIES & CORRESPONDENCE**

- There were none.

**6. BUSINESS ARISING**

**a) Concept Paper: Teaching Online Certificate**

K. Brooke and S. Lew presented the concept paper for the Teaching Online Certificate (TOC) program, a redesign of the Certificate in Online/eLearning Instruction (ONEL). The substantial revisions were informed by feedback from the renewal process. The goal was to align hours per credit and credits for

the credential with VCC policy, increase experiential learning opportunities, and integrate the program with the Provincial Instructor Diploma Program (PIDP). Completion of the PIDP is no longer a pre-requisite for the TOC, since some instructors will teach only online. Two PIDP courses are included in the course list; the credits apply towards both the TOC and PIDP.

### b) Education Council and Standing Committees: Membership and Recruitment

- E. Ting opened a conversation about the challenge of recruiting student representatives for Education Council. Possible solutions were discussed, including offering a student stipend, outreach at Welcome Days and during classroom visits, and the use of new media (videos). Suggestions were made to reach out to specific student groups, such as Indigenous students and those enrolled in the PIDP.
- D. McMullen noted that a by-election will be scheduled soon to fill both student and support staff vacancies on Education Council.

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

#### i) Program Update: Health Care Assistant Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Health Care Assistant Certificate program, including two (2) new courses: HRCA 1197 Foundations and HRCA 1292 Common Health Challenges 2.

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

- L. Beveridge, Department Head Continuing Care, presented revisions based on a request from the Registrar's Office. The goal was to create consistency in course delivery from week to week and alignment with a standard term structure. Course content was moved between terms, and some courses split into two parts. The Registrar's Office requested new numbers for courses with revised credits; T. Rowlatt will update these course numbers after the meeting. One pre-requisite was removed after the Curriculum Committee meeting to allow for a part-time cohort, if funding is secured through the Ministry of Health.

#### ii) Program Update: Dental Technology Sciences Diploma

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Dental Technology Sciences Diploma program.

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

- K. Izumi, Department Head Dental Technology, presented the proposal aimed at making the program accessible for international students. Admission requirements now allow for various English language proficiency assessments in lieu of English 12. The in-person dexterity test will no longer be required; instead, students will submit a portfolio and complete an interview in person or via videoconference. Responding to N. Coles question about validation of the portfolio as an aptitude assessment, K. Izumi explained that the portfolio is not a direct equivalent to the dexterity test, but the combination of portfolio and interview allows for vetting of students' relevant skills, interests, and previous experience.

### b) Policy Committee

#### i) Updated Terms of Reference

**MOTION:** THAT Education Council approve the updated Education Policy Committee Terms of Reference, including a change to the student representative selection process.

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

- A. Candela reported that community feedback for policy D.4.3 Student Code of Conduct (Non-Educational Matters) closed on January 9, and the policy will be presented to Education Council at a later date. The committee's Terms of Reference were revised to give SUVCC the discretion to appoint student representatives.

### c) Appeals Oversight Committee

- L. Griffith reported that Clayton Munro, Dean Indigenous Initiatives, and M. Schram, Assistant Registrar, joined the committee. Tribunal Training Day will take place on February 21, and an announcement will be sent to Department Heads, CUPE, and SUVCC. This event will prepare faculty, students, staff, and administrators to sit on tribunal panels.

### d) Education Quality Committee

- T. Rowlatt reported that the callout for CD Fund proposals was sent out last week, with a deadline of February 21. The CTRLR will run sessions to support curriculum writers. Committee and D. Wells agreed to continue the automatic \$5,000 funding for programs scheduled for renewal. T. Rowlatt and J. Latter will discuss the new program review forms at the next Leaders' Forum.

## 8. RESEARCH REPORT

- E. Ting reported that the callout for the VCC Research Fund is planned for early February. The fund is adjudicated by the Research Advisory Committee and provides up to \$2,500 for individual and \$5,000 for multi-departmental research projects.
- A representative from Mitacs presented at Research Day. Mitacs is funded by the federal government and supports students' research internships. E. Ting encouraged applications to this fund, which was only recently opened to students at Colleges.
- The Research Ethics Board is working on course-based reviews in January and February; this type of review eliminates the need for individual approval of each student project in a course.

## 9. CHAIR REPORT

- E. Ting reported that the Academic Governance Council meeting is planned for April, and encouraged members to bring forward topics for discussion.

## 10. STUDENT REPORT

- No report.

## 11. BUSINESS ARISING (CONTINUED)

### a) Affiliation Agreement with Vancouver Film School (VFS)

**MOTION:** THAT Education Council approve the Affiliation Agreement with Vancouver Film School (VFS).

**Moved by L. Griffith, Seconded & CARRIED (7 in favour, 1 opposed, 3 abstentions).**

The item will move forward to the Board of Governors for joint approval.

- S. Lew presented the affiliation agreement governing the joint delivery of the VR/AR Design and Development Diploma by VCC and VFS. The document was sent separately to Education Council members. S. Lew highlighted that VFS, as a private institution, is regulated by the BC Private Training Institutions Branch (PTIB) through the Ministry of Advanced Education, Skills & Training under the Private Training Act. Key points of the agreement include jointly managed admissions; full access to the services of the institution in which students are currently registered; and continuous access to VCC's Indigenous student services, library, and network throughout the program. Credits will be block transferred to VCC, which will grant the credential. An Oversight Committee will be established with representatives from both institutions. The three-year agreement will be reviewed annually and includes a one-year exit option.

- The discussion centered on the fundamental question of partnering with a private, for-profit institution.
- Education Council members raised several questions, which were addressed by S. Lew, D. Wells, and D. McMullen:
  - Accommodations at VFS: With students' agreement, details of accommodations will be shared with VFS without disclosing the nature of the disability. VFS has the same Duty to Accommodate as a public institution.
  - Comparison with other VCC public/private partnerships: This is VCC's first partnership with a private institution (except for Native Education College NEC). VFS has agreements with other public institutions, including University of the Fraser Valley and Capilano University. The Ministry is generally encouraging of private/public partnerships.
  - Access: Proximity between VCC and VFS campuses will ease students' access to support services. The pre-requisite courses at VCC complement the VFS offering and enable more students to enter the VR/AR field. Care was taken to ensure the program is student-loan eligible to make it financially accessible.
  - Concerns within the Science department: The department held a meeting to discuss concerns, including the philosophical question of partnering with a private institution, maintaining VCC's reputation and quality of education in a partnership, and cost of tuition. The department did not reach consensus, but voted to bring the proposal forward to governance for discussion of these issues.
- B. Clarkson, a long-standing faculty member in UT Science, joined the discussion. He dissented during the departmental vote and summarized his concerns:
  - Financial Considerations: lack of affordability/cost of tuition; for-profit model of private institutions; unclear start-up costs and financial risk for the College; need for funding in other department areas and for upgrades to existing technology
  - Reputation: mixed online reviews from VFS students
  - Alternative partnerships: question why the Centre for Media Design, an amalgamation of public institutions, was not approached
  - Labour Market: decreased demand for graduates if jobs move overseas
  - Connection to other VCC offerings: instead of feeding into internal programs, this program diverts students to a different institution
  - Employment conditions: different working conditions for faculty at VFS compared to VCC

J. Shehadeh joined the conversation and responded to B. Clarkson's concerns:

- Financial Considerations: The cost for running highly technical programs is reflected in tuition, both at private and public institutions. D. Wells added that this agreement entails relatively low risk and start-up costs for VCC.
- Reputation: J. Shehadeh met with all students in the first cohort of the VFS VR/AR program and received very positive student feedback. D. McMullen added that private institutions are subject to education quality standards assessment and regulation.
- Alternative partnerships: Conversations with VFS started in a serendipitous way, and no other institution in the Lower Mainland, including the Centre for Media Design, offers this type of program. D. Wells added that this agreement could open opportunities for other partnerships, and the new courses will contribute to VCC's Associate Degree offerings.
- Labour Market: The program provides transferrable skills that can be used in other fields, such as the gaming or TV industries.

Additional questions from Education Council members were addressed by D. McMullen, D. Wells, and J. Shehadeh:

- Higher tuition for VCC courses compared to other UT courses: The current forecast is based on smaller classes at the outset, and tuition still needs to go through Finance and Audit Committee (FAC).
- Health Benefits/UPass: These are administered by SUVCC, consistent with other programs.
- Oversight Committee: This committee will most likely consist of administrators and faculty of both institutions, and possibly industry partners. Similar committees are already in place with SFU and Douglas College.
- Complaints Process at VFS: Processes are in place as required by the Private Training Act. Additional requirements apply to accredited (as opposed to certified) institutions such as VFS.
- Program Advisory Committee: A PAC already exists for VFS' current program; if a PAC is formed with VCC, it will be similar to the Oversight Committee.
- Alignment of affiliation agreement and program content guide: The interview requirement needs to be clarified, and international student information and term progression GPA added to the PCG.
- Instructors: A new instructor needs to be hired for two of the new courses; hiring criteria will be developed according to standard processes.

#### b) New Program: VR/AR Design and Development Diploma

**MOTION:** THAT Education Council approve the curriculum for the new VR/AR Design and Development Diploma program, and recommend the Board of Governors approve the credential.

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

- T. Rowlatt reported about the thorough discussion at Curriculum Committee. Committee requested adding a program learning outcome around transferrable skills, rewording of the VFS course learning outcomes, and clarification of attendance and professionalism requirements. All changes were completed. Final edits will be made after the Education Council meeting to ensure alignment of the program content guide with the affiliation agreement (see 11 a).

## 12. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on February 11, 2020, 3:30-5:30 p.m., in room 240 at the Downtown Campus.

**MOTION:** THAT Education Council adjourn the January 14, 2020 meeting.

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

- The meeting was adjourned at 5:27 p.m.

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

# Concept Paper

**Name of Program:**

VCC TESOL Certificate - Level 1

**School/Centre:**

School of Instructor Education

**Credential Level:**

Certificate

**Anticipated Start Date:**

January 2021

**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.
Shirley Lew	slew@vcc.ca	604-871-7000 (8426)

## 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.**

#### TESOL Program Redesign

The TESOL program was officially suspended in 2018 to allow for a complete review of the curriculum and operating model of the program. The program went through a formal renewal in 2018/2019.

This TESOL program redesign is intended to address the recommendations coming out the 2018/2019 program renewal. Both the self-study and external review support re-instituting the TESOL program once curriculum revisions have been made. The self-study team and external reviewers also recommend moving the revised TESOL program to the School of Instructor Education (SIE) to address key issues surrounding the leadership and operating model of the department.



Question 2 below highlights key recommendations from the program renewal as they relate to VCC's Key Success Drivers of Educational Quality, Operational Excellence, Financial Stability and Sustainability, Reputation Management, and Business Development.

### **TESOL Certificate Program Goal**

The TESOL Certificate program provides students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as teachers of English to adult speakers of other languages (TESOL). The program of studies offers a balanced curriculum featuring both the theory and practice of teaching English, along with a practicum experience. Students engage in learning experiences that draw from current theory and methodology in second language acquisition, communicative language teaching, assessment and intercultural competency/awareness.

Upon completion of the program, graduates are prepared to teach work internationally or at educational institutions, community agencies or international language schools in Canada.

### **Model of Revised TESOL Program**

The revised TESOL program will include two Certificates: Level 1 and Level 2. Students completing the Level 1 Certificate will be eligible to apply for TESL Canada Professional Certificate Standard 1 while those completing Level 2 will be eligible to apply for TESL Canada Professional Certificate Standard 2.

The TESOL redesign project will move forward in two phases. The first phase will be the development of the VCC TESOL Certificate - Level 1 (TESL Canada Professional Standard 1) with an anticipated start date of January 2021. Development of the VCC TESOL Certificate - Level 2 (TESL Canada Professional Standard 2) will commence once the new VCC TESOL department is set up in the School of Instructor Education (phase 2).

### **Program Learning Outcomes**

#### VCC TESOL Certificate - Level 1 (TESL Canada Professional Standard 1)

- Develop level-appropriate lesson plans that address a specific learning objective
- Deliver student-centred language lessons using current methods and approaches, appropriate tools and resources, and in consideration of effective classroom management strategies
- Recognize differences in English language proficiency levels using an established framework (e.g. the Canadian Language Benchmarks)
- Differentiate between various assessment approaches in English language learning.
- Employ critical reflection strategies to improve and hone one's own practice
- Act in an ethical and professional manner when working in an EAL teaching and working environment
- Recognize foundational theories in language learning and instruction

- Articulate the importance of intercultural communication in the EAL classroom

Although we are not developing the VCC TESOL Certificate - Level 2 at this point, the development team has created the PLOs for the Level 2 Certificate.

#### VCC TESOL Certificate - Level 2 (TESL Canada Professional Standard 2)

- Design meaningful and flexible lesson plans appropriate to learners' English proficiency, learning context, needs, and goals
- Deliver student-centred language lessons using appropriate methods and approaches, tools and resources while applying effective classroom management strategies
- Articulate differences in proficiency levels using an established framework (e.g., the Canadian Language Benchmarks)
- Provide formative and summative assessment to learners about their English language use in a constructive and specific manner
- Integrate critical reflection strategies to stay current in education to bring about change in one's own practice
- Act in an ethical and professional manner when working in an EAL teaching and working environment
- Connect teaching and learning experiences to principles of second language acquisition and adult learning theory
- Demonstrate intercultural awareness and intercultural teaching competence

#### **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.**

VCC has been a leader in TESOL training for decades and has supported the college's mission by providing high-quality education and programming to a highly-diverse student body. Graduate and industry survey data from the program renewal indicate high levels of satisfaction with VCC's TESOL programming. Findings from the TESOL instructor and industry surveys reflect the department's excellent reputation in the industry for developing high-quality EAL instructors. Over the years, the VCC TESOL department has committed itself to upholding the values of student success, excellence, diversity, and stewardship.

Addressing the key findings and recommendations from the 2018/19 program renewal and applying them to this program redesign will ensure that VCC continues to meet our mission and values and lead in the field of TESOL teacher training.

The renewed VCC TESOL programming supports VCC's Key Success Drivers.

## **Educational Quality**

The VCC TESOL Certificate program will develop EAL instructors committed to learner-centred approaches to teaching and learning. The program itself is career oriented as the goal is to prepare teachers to teach both locally and internationally in a number of different teaching contexts. The following recommendations from the program renewal relate to educational quality:

- Integrate laddering of programs into curriculum revision and restructuring – i.e. certificate to diploma, diploma to Master’s degree
- Develop an online strategy for department, including the delivery and incorporating teaching about methods of online delivery
- Include more opportunities for authentic application of theory, as well as consider timing and length of practicum(s)
- Align with Indigenous education protocol, intercultural competencies, employability skills and other initiatives directed by the college strategic plans.
- Make curriculum proprietary to VCC and available for all TESOL faculty, as directed by Department leadership
- Provide resources to develop and implement the curriculum
- Align curriculum with local (e.g. settlement, international, EAP, etc.) and overseas teaching contexts
- Ensure current adult educational practices in TESOL (such as student centered approaches to learning, problem-based learning activities, critical thinking, and research skills) are present in the curriculum.
- Increase opportunities for students to apply theory to practice
- Provide access to current classroom technologies (e.g. smart boards, tablets, smartphone apps, high-speed Wi-Fi, and secure data storage such as Cloud storage/server, etc.) and develop a strategy to review and update new/emerging classroom technologies to serve curriculum and instructional needs.
- Provide classrooms that are supportive of active classroom techniques (e.g. modular, movable desks and tables)

## **Operational Excellence**

Prior to the 2018 TESOL suspension, TESOL programming was situated within the EAL Department. This proved to be challenging as the EAL Department did not have the resources to keep up with current TESOL research and practice or support instructor and curricular needs. Moving TESOL to SIE will address issues surrounding the leadership of the TESOL department.

The following recommendations from the program renewal relate to operational excellence:

- Review and revise area hiring criteria (AHC) to ensure faculty meet TESL Canada standards as well as the demands of the School of Instructor Education

- Review AHC to ensure that online teaching experience or credentials are recognized and required
- Establish department guidelines to encourage and support faculty currency in TESOL
- Ensure departmental plan to connect students with resources available at VCC
- Provide library with information re direction of the program and what information and support needs there are.
- Provide Registrar's Office with schedules in a timely fashion and ensure standardized language for program prerequisites that is easy to follow.
- Develop departmental strategy to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbitrator of Student Issues etc.) in a timely manner to support positive student outcomes
- Provide TESOL program updates to college and external community

### **Financial Stability and Sustainability**

The following recommendations from the program renewal relate to financial stability and sustainability:

- Move TESOL programming within the School of Instructor Education:
  - There is overlap between PIDP and TESOL programs (and courses)
  - SIE currently has a partnership with SFU whereby PID graduates may ladder into a Masters of Education program. SIE may be able to help the TESOL program develop its own laddering or block credit transfer agreements with universities (Note: The previous TESOL Department had a partnership agreement with the University of Leicester between 2002 and 2009 where the first module of its MA in Applied Linguistics and TESOL – Methodology of TESOL – was waived for VCC TESOL Diploma graduates)
  - SIE courses set up using a cost recovery model which is a suitable model for TESOL
- Ensure that there is core faculty and designated IRA release to support continuity and sustainability

### **Reputation Management**

VCC's TESOL program is well-known within the TESOL/EAL industry in Vancouver and has a longstanding reputation for offering high-quality TESOL education and training. Addressing all the program renewal recommendations and implementing a revised curriculum will ensure that we continue to maintain our highly-respected brand.

## **Business Development**

The previous TESOL department maintained partnerships with public and private educational institutions, EAL teacher-recruiting companies, and non-profit organizations working with the EAL community. The new TESOL department will continue to engage stakeholders and seek out partnerships that support our graduates in their practicums, career search, and academic goals.

The following recommendations from the program renewal relate to business development:

- Pursue partnerships, pathways, and laddering of program(s) into Master's program
- Maintain TESL Canada accreditation and explore other accreditation possibilities (e.g. TESL Ontario)
- Renew Program Advisory Committee to provide support during program development, implementation, and ongoing delivery
- Explore setting up Articulation with other public post-secondary institutions offering TESOL programs

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

VCC has a diverse student population. According to the Integrated College Plan, our students come from more than 150 countries. What's more, VCC's international student body and international student programming has grown and will continue to grow. There is an increasing need not only to support students, but also instructors in VCC's changing teaching and learning context. TESOL faculty are subject-matter experts in EAL and specialized in providing EAL skills training to instructors. Through collaboration with other areas of the college such as the EAL department, Learning Centre, International Education, the CTLR, and the VP Academic's Office, the new TESOL department can take a collaborative leadership role in the college's efforts to ensure faculty across all content areas have the support needed to teach in an increasingly multicultural/international classroom. This will help us to stay committed to our values of student success and excellence in educational quality.

The PIDP helps professionals and content experts develop the skills and confidence to be instructors in their respected fields. TESOL can add an additional element to the PIDP program, for example, a PIDP Diploma with a specialization in TESOL. There is also the opportunity to develop a PD program for internal and external faculty (e.g. a TESOL Skills – Faculty Professional Development Certificate).

## **Needs Assessment**

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

This program is intended to meet the need for qualified EAL instructors in the EAL industry. TESOL program renewal survey data from former instructors and industry partners reflect

TESOL's excellent reputation as a source for high-quality instructors; the data also indicates strong ratings of excellence in terms of relevance to industry and usefulness of content.

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

The following are key points from the program renewal related to labour market data:

- BC Labour Market Outlook for 2018 indicates an estimated 52,000 jobs in educational services over the next 10 years
- A search for TESOL-related jobs (conducted by VCC's Institutional Research) shows a high posting 'intensity' (indicating a higher than average number of TESOL-skilled related positions currently being advertised) for positions requiring TESOL skills and/or certificates
- Projections for TESOL positions over the next 10 years reflect a need, but perhaps not an increased need (Note: BC Labour Market Outlook for NOC 4021: College and Other Vocational Instructors, which includes TESOL positions, shows about a 1% growth rate over the next 10 years (source: WorkBC))

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

The EAL department assistant receives on average 5-10 calls/emails per week from prospective students inquiring about the reinstatement of the TESOL program (personal communication, Penny Barrados, November 6, 2019).

According to the November 2018 British Columbia TESOL program overview report (EMSI Data Set Report generated by VCC Institutional Research), there were a total of 264 TESOL program student completions throughout nine public post-secondary institutions in 2015. VCC had the most student completions with a total of 68 certificates awarded that year. VCC has always been the number one choice for students wanting to obtain a TESOL credential at a public post secondary institution.

(Note: this report includes only public post secondary institutions and not private institutions offering TESOL programming. According to the TESL Canada website, there are 22 institutions in BC offering TESL Canada accredited programming.)

The following are key points from the program renewal related to student demand:

- Enrolment averages has been consistent in the TESOL Certificate for the past 5 years
- Withdrawal numbers have been minimal; high level of satisfaction overall with the education received
  - Graduates in 2016-2017 expressed a strong desire for the TESOL program to be reinstated

## 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?**

See attachment below

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

No. One of the recommendations from the program renewal is to explore setting up articulation with other public post-secondary institutions offering TESOL programs.

## 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?**

Students are diverse in terms of age, life stages, backgrounds, reasons for taking the program, etc. The following information comes from the 2017 VCC TESOL DACSO report (as reported in the TESOL program renewal self-study):

### **VCC TESOL Certificate Program:**

- None of the graduates identify as aboriginal;
- Sixty-nine percent of the respondents were female;
- The median age is 40;
- Eighteen percent of the respondents took further studies and of those, 74% said their program helped them for further studies. None of the respondents said they received or expected to receive transfer credit;
- Ten percent of the respondents were currently studying; of those, 64% were studying disciplines very or somewhat related to the TESOL certificate program;
- Six percent of the respondents were under 25, 24% were ages 25 to 29, 19% were ages 30 to 39 and 51% were 40 and older;
- Ninety-five percent of the respondents had taken post-secondary education prior to completing the TESOL certificate program with 79% having a Bachelor's degree and 29% with a Graduate degree.

### **VCC TESOL Diploma Program:**

- One percent of the graduates identify as aboriginal;
- Eighty-three percent of the respondents were female;
- The median age is 35;

- Thirteen percent of the respondents took further studies and of those, 100% said their program helped them for further studies. Eight percent of the respondents said expected to receive transfer credit, but did not indicate having received transfer credit;
- Eleven percent of the respondents were currently studying; of those, 54% were studying disciplines very or somewhat related to the TESOL certificate program;
- Three percent of the respondents were under 25, 26% were ages 25 to 29, 28% were ages 30 to 39 and 43% were 40 and older;
- Ninety-one percent of the respondents had taken post-secondary education prior to completing the TESOL certificate program with 78% having a Bachelor's degree and 29% with a Graduate degree.

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

Prior to 2016, the following VCC TESOL recruitment initiatives were taken (with support of VCC Marketing):

- Online, print and social media promotion of the TESOL programs
- Email 'blasts' – TESOL e-newsletters sent to prospective, current and past TESOL students as well as industry professionals with information about upcoming electives, testimonials from recent graduates, and other useful information related to TESOL
- Promotional materials and announcements about information sessions sent to high schools across British Columbia
- Partnership organizations (e.g. Footprints Recruiting) highlighting the VCC TESOL programs on their websites

The renewed TESOL department would work with VCC Marketing on the same initiatives and explore new ones. TESOL department leaders would also conduct info sessions for potential applicants.

### **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?**

See question 9.

## Quality

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

VCC TESOL is currently accredited with TESL Canada Professional Standard 1 (Certificate) and Standard 2 (Diploma). The renewed TESOL programming will continue to meet TESL Canada's requirements. Situating the renewed TESOL department within SIE will better



position the department to explore and set up block transfer agreements with other institutions.

**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?**

There is currently no PAC for this program as the program is currently suspended. A small committee of three is currently working on TESOL program development; however, a renewed PAC will need to be created once the department is set up to guide program development and delivery.

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

Currently there are no faculty as the program is suspended. The following recommendations from the renewal self-study report will ensure that new faculty are qualified to teach in the program:

- Review and revise area hiring criteria to ensure faculty meet TESL Canada standards as well as the requirements for the School of Instructor Education
- Review AHC to ensure that online teaching experience or credentials are included
- Ensure that there is a core of regularized faculty to support continuity and sustainability.
- Create an official workload profile
- Establish guidelines to ensure faculty demonstrate currency in TESOL

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

There is a required practicum. Practicum hours meet TESL Canada's accreditation requirements.

### 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?**

VCC TESOL Certificate - Level 1 will be completed in one semester - 120 hours of classroom instruction and a 20-hour practicum. This aligns with TESL Canada's Professional Certificate Standard 1.

Intakes per year: 3-4

Students per intake: 16-20

**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.**

The program will be open to students with a Bachelor's Degree in any discipline and the required level of English.. After completion of the VCC TESOL Certificate - Level 1, students will be able to ladder into the VCC TESOL Certificate Level 2 (Note: the Level 2 Certificate will be developed in the 2020/21 fiscal year once the TESOL department is set up - phase 2 of the development project). Through potential block transfer agreements, VCC TESOL graduates completing both the Level 1 and Level 2 Certificates may be able to ladder into a Master's program in TESOL. Affiliation agreements need to be set up, but VCC TESOL had a block transfer agreement with the University of Leicester from 2002 to 2009, so there is a precedent.

**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).**

Yes, the renewed TESOL programming will be redesigned to allow for flexibility in delivery methods.

**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.**

The VCC TESOL Certificate - Level 1 is an initial teacher training program intended for new teachers starting their careers as teachers of English to adult speakers of other languages (TESOL) or for newer teachers who want to develop their skills. The program will run for approximately 6-8 weeks full time (scheduling still to be determined). There will be no multiple entry/exit points for this certificate as it is a short, intensive program.

## 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.**

Currently there is no department set up. The main costs include:

- Hiring a department leader, program assistant, and faculty

- Finding office space for faculty
- Finding classroom space with current technologies to serve instructional needs
- Updating library resources
- Updating teaching materials and resources (TESL Canada requires a resource library on site and accessible to trainees, which includes a minimum of 30 teacher training books and 20 ESL/EFL classroom books with 50% newer than 15 years)
- Maintaining accreditation with TESL Canada
- Practicum arrangements. The previous VCC TESOL program paid an honorarium of \$250 to sponsor teachers working with trainees on their practicums. This is generally industry standard. Many institutions charge a \$250 practicum placement fee to cover this cost.

Discussions with appropriate areas have not taken place yet. The department leader in SIE, the Dean of Arts and Sciences, and the IA working on this project will need to plan how to move forward with operational needs.

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

Currently there is no 'official' project lead (i.e. department leader) for the TESOL redesign. The School of Arts and Sciences, where TESOL was situated prior to the suspension, has secured \$18,000 in curriculum development funds. Using these funds, two faculty members, with the support of an IA, have been hired to work on the program redesign. As we move forward with curriculum development (e.g. designing the Level 2 certificate) and program rollout, we will need IRA release and a department set up within SIE. We will put in a proposal to renew CD funding for the 2020/2021 fiscal year.

**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?**

The program will not run if money isn't available.

### 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):**

The previous TESOL program has already been taught out.

## 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?**

Self-funded

**Attach Initial Business Case**

TESOL Program Business Case FINAL.docx

**PART 3: ADDITIONAL INFORMATION**

**Provide any additional information if necessary.**

**Attach documents**

VCC TESOL Related Programs in the Lower Mainland.docx

**Reviewer Comments**

## Business Case – TESOL Certificate Redesign

The TESOL program redesign development team of Sara Yuen, Shawna Williams, and Francesco Barillaro, with the support of Shirley Lew and Doug Mauger, is proposing changes to the VCC TESOL program. VCC's TESOL program was suspended in January 2018 to allow for a complete review of the program. Recommendations from the 2018/19 TESOL Program Renewal include moving the TESOL program to the School of Instructor Education and reinstating the program once curriculum has been updated.

### Rationale for Changes

The TESOL program redesign is intended to address recommendations coming out of the program's recent renewal process, in particular the recommendations to address the misalignment between the existing curriculum and the following policies: a. C.1.4 Assignment of Credits to Courses, b. C.1.3 Granting of Credentials. The changes will allow the program to align with other programs in terms of credits required for a certificate, and instructional hours required per credit. The proposed curriculum changes will continue to meet TESL Canada's accreditation requirements, ensuring that the Certificate is recognized throughout the province and country.

The TESOL Program Renewal Committee, with the support of the External Review Team, felt the redesigned TESOL program would be well-situated within the School of Instructor Education (SIE) for the following reasons:

- There is some overlap between the Provincial Instructor Diploma and the TESOL programs with the potential for shared courses and content.
- SIE has the administrative ability to run the TESOL program using a cost recovery model
- SIE has a partnership with SFU whereby graduates of the Provincial Instructor Diploma may ladder into a Masters of Education program. This type of partnership that supports graduates of the TESOL programs laddering into a Master's program would be a benefit to students.
- There is potential for additional course offerings/credentials (e.g. PIDP with TESOL specialization, Online Teaching Certificate TESOL specialization, TESOL Professional Development for Faculty, etc.)

### Proposed Changes

#### TESOL Certificate

The former TESOL Certificate program is comprised of two courses – TESO 1274 Intensive TESOL Training (100 instructional hours) and TESO 1275 TESOL Practicum (20 hours). It is a 12-credit program; however, according to current policy, this program should only be 7.34 credits (8 credits) and a Short Certificate.

The proposed curricular changes to the Certificate program will not change the overall credit structure of the program; however, the instructional hours would increase by 20 hours to 120 hours. The practicum component would remain the same at 20 hours. The credential may also need to change to a Short Certificate to meet policy C.1.3 Granting of Credentials; however, an argument can be made to keep the credential as a Certificate to remain in line with what our competitors are naming their equivalent credentials.

The revised Short Certificate would comprise of 5 individual courses plus a practicum. Structuring the program this way will provide a much clearer picture of student progression and learning and allow us to develop a more current and relevant program that meets all the recommendations coming out of the

2018/19 program renewal.

The 120 instructional hours plus 20 hour practicum meets TESOL Canada's Professional Standard 1 requirements.

### TESOL Diploma

The former TESOL Diploma is also revised. However development of curriculum and offering of the revised diploma will be phase two of this project, once the new department has hired a Department Leader and has had experience delivering the new Short Certificate.

The revised Diploma is designed to offer a seamless pathway from the certificate to the diploma. This phase will also include development a pathway from the diploma to SFU's Masters program in TESL/TEFL.

The format for all the courses will be flexible to allow for face-to-face, blended, and fully online delivery options.

The following table summarizes the redesign:

<b>Proposed TESOL Redesign – TESOL Certificate (with Short Certificate exit)</b>	
<b>Former Programming</b>	<b>Proposed Programming</b>
<p><b>TESOL Certificate</b></p> <ul style="list-style-type: none"> <li>• <b>Hours:</b> 100 hours + 20 hour practicum</li> <li>• <b>Courses:</b> All subjects taught in one course + practicum</li> <li>• <b>Length:</b> Full time – 6.5 weeks</li> </ul>	<p><b>TESOL Certificate Level 1 (TESL Canada Professional Certificate Standard 1)</b></p> <ul style="list-style-type: none"> <li>• <b>Hours:</b> 120 hours + 20 hour practicum</li> <li>• <b>Courses:</b> 5 courses + practicum</li> <li>• <b>Length:</b> 6.5 weeks</li> <li>• <b>Credits:</b> 8</li> </ul> <p>(VCC Credential would be <u>Short Certificate</u> as per policy)</p>
<p><b>TESOL Diploma</b></p> <ul style="list-style-type: none"> <li>• <b>Hours:</b> 270 hours + 63 hour practicum</li> <li>• <b>Courses:</b> 9 courses + practicum</li> <li>• <b>Length:</b> 3 semesters (10 month period)</li> </ul>	<p><b>TESOL Certificate Level 2 (TESL Canada Professional Certificate Standard 2) – PHASE 2</b></p> <ul style="list-style-type: none"> <li>• <b>Hours:</b> Level 1 courses + additional 150 hours + additional 30 hour practicum = Total 260 hours + 50 hour practicum</li> <li>• <b>Courses:</b> 10 courses (5 from Level 1 + 5 from Level 2) + two practicums (20 hours Level 1 and 30 hours Level 2)</li> <li>• <b>Length:</b> Full time – 13 weeks</li> <li>• <b>Credits:</b> 19</li> </ul> <p>(VCC Credential would be <u>Certificate</u> as per policy)</p>

### Administration of the TESOL Program

Currently there is no TESOL Department and the program is under suspension. Prior to the 2018

suspension, TESOL was in the EAL department. Although there is some program overlap, EAL and TESOL proved to be quite distinct, creating challenges for providing full administrative support.

The TESOL program renewal steering committee, with support of the external review team, strongly recommends that the TESOL program be moved to SIE, a department which has expertise in teacher training and is better positioned to lead a TESOL department.

#### Risks

It's been two years since VCC's TESOL programming was suspended. We still get information requests daily asking when our programming will start up again. VCC has been a leader in TESOL teacher training since the 1980s, and we are still considered a leader in this area by industry and students. THE EAL department receives, on average, two calls per day and 2-3 emails per week from potential students asking when our TESOL programming will start again. Academic advising also receives frequent inquiries about the status of the program. The longer we wait to reinstitute our offerings, the more detrimental it will be to our reputation and, consequently, our enrollment.

We expect the highest demand for the short certificate and while beneficial, less demand for the diploma. A challenge will be scheduling both credentials to encourage seamless pathway from the certificate to the diploma. Establishing a pathway to SFU's masters program will also be important to encourage completion of the diploma.

Most private language schools locally and abroad only require a TESL Canada Professional Standard 1 credential for entry-level EAL teaching positions. Standard 2 is normally needed for leadership positions in a variety of EAL teaching contexts Post-secondary institutions locally and abroad generally require a Master's degree to teach in their EAL programs.

#### Competition

The following is a list of some of the institutions in BC that offer TESL Canada accredited programming.

British Columbia					
Institution	Program	TESL Canada	Credits	Length	Tuition (not including additional fees)
Douglas College	TESOL Certificate	Standard 1	15 credits	<ul style="list-style-type: none"> <li>250 hours coursework</li> <li>30 hours practicum</li> <li>Full-time (one semester)</li> <li>Part-time (two semesters)</li> </ul>	\$2,714.77 (May 4-Aug 31, 2020)
Thompson River University	Teaching English as Second Language Certificate	Standard 1	15 credits	<ul style="list-style-type: none"> <li>195 hours + 20 hour practicum</li> <li>One semester</li> </ul>	\$2500

				full time or Three semesters part time	
CELTA (Cambridge University) courses in Vancouver – e.g. Global Village, International House, ILSC	Cambridge Certificate in English Language Teaching to Adults (CELTA)	Standard 1		<ul style="list-style-type: none"> <li>• 4-5 weeks full time</li> <li>• 120-140 hours (including practicum)</li> </ul>	<p>Global Village \$2000 + \$150 fees = \$2150</p> <p>International House \$2295 + \$200 fees = \$2495</p> <p>ILSC \$2400 + \$150 fees = \$2550</p>
Immigrant Services Society of BC	TESOL Diploma	Standard 1		<ul style="list-style-type: none"> <li>• 100 hours</li> <li>• 20 hours practicum</li> <li>• 8 weeks (M- F 9am- 12:00pm)</li> </ul>	<p>\$1280 (tuition) + \$550 (practicum) = \$1830</p>
Burnaby Board of Education	ELL Teacher Training Certificate	Standard 1		<ul style="list-style-type: none"> <li>• 100 hours + 20 hours practicum</li> <li>• One semester</li> </ul>	<p>\$1990 (tuition) + 250 (practicum placement fee) = \$2240</p>
University of the Fraser Valley	TESOL Certificate	Standard 2	Five courses (4 credits each = 20 credits)	<ul style="list-style-type: none"> <li>• 260 hours coursework</li> <li>• 50 hours practicum</li> </ul>	<p>\$662.76 per 4-credit course = 3313.8 + \$250 (practicum placement fee) = 3,563.80</p>
Selkirk College	TESOL Advanced Diploma	Standard 2		<ul style="list-style-type: none"> <li>• 250 hours coursework</li> <li>• 50 hours practicum</li> <li>• 4 months</li> </ul>	<p>\$3,400 (which includes only a 20-hour practicum)</p> <p>There is an additional charge for a 30-hour extended practicum to meet TESL Canada</p>



					Standard two requirements
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Financial Impact:
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### Tuition for the former TESOL Diploma and Certificate programs:

Tuition fee for the former TESOL programs were (from 2016-2017):

- TESOL Certificate       \$2,297
- TESOL Diploma         \$3,941

### Cost analysis for redesigned TESOL short certificate:

#### Costs

Total labour cost for 120 hours delivery:	\$20,727
Total operational costs (38% overhead):	\$ 7,876
<b><u>TOTAL cost</u></b>	<b><u>\$28,603</u></b>

#### Net Revenue

Assuming tuition fee of \$2,395, which is an increase from current fees and competitive with comparable programs:

Enrollment at 18 domestic students :	\$14,506
Enrollment at 20 domestic students:	\$19,296
Enrollment at 24 domestic students:	\$28,876

At the competitive tuition rate of \$2,395 and average enrollment expected at 18 students, this program is financially viable.

#### Additional costs:

Although this program will fall under SIE, the current department leader and program assistants cannot cover the administrative requirements of this program. TESL Canada requires annual reports to maintain our accreditation. The extensive practicum placements also require full support. A 25% IRA release and 25% program assistant is suggested.

The main costs, as outlined in the concept paper include:

- Hiring a department leader, program assistant, and faculty
- Finding office space for faculty
- Finding classroom space with current technologies to serve instructional needs
- Updating library resources
- Updating teaching materials and resources (TESL Canada requires a resource library on site and accessible to trainees, which includes a minimum of 30 teacher training books and 20 ESL/EFL classroom books with 50% newer than 15 years)
- Maintaining accreditation with TESL Canada

## 2020-21 Enrolment Plan by School - Draft 1

		2019-20					2019-20			2020-21			2020-21		
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
CTT	Trades, Technology & Design	10,609	6,990	2,154	9,144	86%	1,015.41	242.74	1,258.15	1,050.73	327.66	<b>1,378.39</b>	8,420	3,160	<b>11,580</b>
SAS	Arts and Sciences	15,077	12,426	276	12,702	84%	1,473.56	26.48	1,500.04	1,557.80	0.00	<b>1,557.80</b>	13,391	0	<b>13,391</b>
SHP	Hospitality, Food Studies & Applied Business	10,899	5,627	4,040	9,667	89%	657.07	401.60	1058.67	734.70	563.32	<b>1,298.02</b>	7,130	6,133	<b>13,263</b>
SHS	Health Sciences	10,807	8,775	31	8,806	81%	723.54	1.59	725.13	785.22	0.00	<b>785.22</b>	10,302	0	<b>10,302</b>
SIE	Instructor Education	1,900	1,858	0	1,858	98%	224.65	0.00	224.65	213.50	0.00	<b>213.50</b>	1,744	0	<b>1,744</b>
CIN	International Education	8,821	1	8,275	8,276	94%	0.30	778.85	779.15	0	786.88	<b>786.88</b>	0	9150	<b>9150</b>
	Grand Total - excluding LINC and CS	58,113	35,677	14,776	50,453	87%	4094.53	1451.26	5545.79	<b>4,341.95</b>	<b>1,677.86</b>	<b>6,019.81</b>	<b>40,987</b>	<b>18,443</b>	<b>59,430</b>

\*as of January 30, 2020 and includes 2020-21 Budgeted ORG's only

## 2020-21 Enrolment Plan - DRAFT 1

		2019-20					2019-20			2020-21			2020-21			
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
<b>School of Trades, Technology &amp; Design</b>																
4202	<sup>6</sup> Jewellery Art & Design	390	271	48	319	82%	23.78	4.44	28.22	27.17	2.26	29.43	284	24	308	
4203	<sup>6</sup> Drafting	1,325	793	234	1,027	78%	52.94	17.49	70.43	57.81	23.34	81.15	891	359	1,250	
4301	<sup>2</sup> Automotive Collision Repair	1,030	567	0	567	55%	40.16	0.00	40.16	43.97	0	43.97	726	0	726	
4303	<sup>2</sup> Automotive Service Technician	840	590	0	590	70%	54.93	0.00	54.93	57.25	0	57.25	686	0	686	
4304	<sup>2</sup> Heavy Duty/Commercial Transport	2,810	2,786	0	2,786	99%	77.30	0.00	77.30	76.5	0	76.5	2,829	0	2,829	
4314	<sup>2</sup> Auto Collision Apprentice	84	100	0	100	119%	100.00	0.00	100.00	84	0	84	84	0	84	
4315	<sup>2</sup> Diesel Apprenticeship	238	234	0	234	98%	234.00	0.00	234.00	224	0	224	224	0	224	
4316	<sup>2</sup> Automotive Tech Apprenticeship	182	211	1	212	116%	211.00	1.00	212.00	182	0	182	182	0	182	
4321	<sup>2</sup> Automotive Refinish Prep - Voc	210	93	0	93	44%	9.40	0.00	9.40	11.67	0	11.67	126	0	126	
4322	<sup>2</sup> Auto Paint - Apprentice	14	16	0	16	114%	16.00	0.00	16.00	14	0	14	14	0	14	
4323	<sup>2</sup> Auto Prep - Apprentice	14	16	0	16	114%	16.00	0.00	16.00	28	0	28	28	0	28	
4324	<sup>2</sup> Auto Glass - Apprenticeship	14	4	0	4	29%	4.00	0.00	4.00	14	0	14	14	0	14	
4325	<sup>2</sup> Auto Refinishing Highschool	212	76	0	76	36%	8.94	0.00	8.94	13.44	0	13.44	150	0	150	
4326	<sup>2</sup> AST Apprenticeship - Online	16	29	0	29	181%	29.00	0.00	29.00	24	0	24	24	0	24	
4329	<sup>2</sup> Transportation Trades Sampler	0	170	0	170		7.10	0.00	7.10	6.67	0	6.67	176	0	176	
4430	<sup>6</sup> Visual Comm Design Diploma	1,030	501	396	897	87%	30.38	23.29	53.67	34.17	25.15	59.32	609	438	1,047	
4702	<sup>6</sup> Computer Systems Tech Diploma	300	197	110	307	102%	12.69	7.10	19.79	54.53	20.22	74.75	932	348	1,280	
5202	<sup>2</sup> Hairstyling	449	101	277	378	84%	38.21	104.93	143.14	42.78	158.45	201.23	169	609	778	
5215	<sup>2</sup> Hair Design -Satellite Prgms	64	39	0	39	61%	13.88	0.00	13.88	22.12	0	22.12	75	0	75	
5219	<sup>2</sup> Hair Apprenticeship	5	22	1	23	460%	22.00	1.00	23.00	20	0	20	20	0	20	
5221	<sup>6</sup> Esth-Skin 7 Body Non-ITA	1,382	174	1,087	1,261	91%	13.70	83.49	97.19	12.65	98.24	110.89	177	1,382	1,559	
<b>Total Trades, Technology &amp; Design</b>		<b>10,609</b>	<b>6,990</b>	<b>2,154</b>	<b>9,144</b>	<b>86%</b>	<b>1,015.41</b>	<b>242.74</b>	<b>1,258.15</b>	<b>1,050.73</b>	<b>327.66</b>	<b>1,378.39</b>	<b>8,420</b>	<b>3,160</b>	<b>11,580</b>	

\*as of January 30, 2020 and includes 2020-21 Budgeted ORG's only

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major.
2. Contributes to ITA target
3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC
4. Contributes to AVED Health target.
5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year.
6. Contributes to AVED target.

**2020-21 Enrolment Plan - DRAFT**

		2019-20					2019-20			2020-21			2020-21			
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
<b>School of Arts and Sciences</b>																
1901	<sup>3</sup>	Visually Impaired Adult Program	97	77	0	77	79%	10.32	0.00	10.32	13.94	0.00	<b>13.94</b>	108	0	108
1902	<sup>3</sup>	Deaf & Hard of Hearing	208	158	8	166	80%	8.54	0.34	8.88	11.29	0.00	<b>11.29</b>	198	0	198
1903	<sup>3</sup>	Community & Career Education	350	415	0	415	119%	42.35	0.00	42.35	36.58	0.00	<b>36.58</b>	383	0	383
1909	<sup>3</sup>	CCED Part Time Courses	33	35	0	35	106%	11.14	0.00	11.14	10.39	0.00	<b>10.39</b>	33	0	33
1951	<sup>6</sup>	ASL and Deaf Studies	432	395	10	405	94%	26.50	0.70	27.20	32.00	0.00	<b>32.00</b>	512	0	512
1952	<sup>6</sup>	ASL and Deaf Studies - Part time	126	110	0	110	87%	28.40	0.00	28.40	33.60	0.00	<b>33.60</b>	126	0	126
2001	<sup>3</sup>	Access to Careers & Education	160	87	0	87	54%	10.79	0.00	10.79	9.99	0.00	<b>9.99</b>	80	0	80
2003	<sup>3</sup>	ABE Intermediate Youth	165	156	0	156	95%	19.25	0.00	19.25	23.69	0.00	<b>23.69</b>	195	0	195
2004	<sup>3</sup>	College & Career Access	1,506	1,062	4	1,066	71%	132.67	0.48	133.15	149.00	0.00	<b>149.00</b>	1317	0	1317
2005	<sup>3</sup>	Basic Education	478	362	0	362	76%	71.92	0.00	71.92	66.34	0.00	<b>66.34</b>	336	0	336
2006	<sup>3</sup>	CF - Humanities	418	391	0	391	94%	47.72	0.00	47.72	51.04	0.00	<b>51.04</b>	396	0	396
2007	<sup>3</sup>	CF - Mathematics	768	704	0	704	92%	89.54	0.00	89.54	78.47	0.00	<b>78.47</b>	619	0	619
2008	<sup>3</sup>	CF - Science	1,380	1,104	6	1,110	80%	139.74	0.73	140.47	136.40	0.00	<b>136.40</b>	1064	0	1064
2016	<sup>6</sup>	UT Humanities	1,083	786	78	864	80%	78.60	7.80	86.40	88.70	0.00	<b>88.70</b>	887	0	887
2017	<sup>6</sup>	UT Mathematics	453	419	35	454	100%	41.90	3.50	45.40	45.20	0.00	<b>45.20</b>	452	0	452
2018	<sup>6</sup>	UT Science	1,068	712	20	732	69%	90.22	2.55	92.77	112.47	0.00	<b>112.47</b>	878	0	878
2019	<sup>3</sup>	ABE Lab	119	82	0	82	69%	10.12	0.00	10.12	7.50	0.00	<b>7.50</b>	60	0	60
2022	<sup>6</sup>	UT Engineering	265	96	11	107	40%	10.10	1.13	11.23	22.03	0.00	<b>22.03</b>	207	0	207
2023	<sup>6</sup>	UT Computing Science&Software	108	89	5	94	87%	8.90	0.50	9.40	9.40	0.00	<b>9.40</b>	94	0	94
3366	<sup>3</sup>	ESL Pathways	4,414	3,914	25	3,939	89%	512.65	3.93	516.58	534.14	0.00	<b>534.14</b>	4092	0	4092
4204	<sup>6</sup>	Music	1,107	1,012	30	1,042	94%	61.03	1.89	62.92	62.43	0.00	<b>62.43</b>	1062	0	1062
4206	<sup>6</sup>	Music Degree	286	233	0	233	81%	19.35	0.00	19.35	20.47	0.00	<b>20.47</b>	241	0	241
4208	<sup>6</sup>	Dance Diploma	53	27	44	71	134%	1.81	2.93	4.74	2.73	0.00	<b>2.73</b>	51	0	51
<b>Total Arts and Sciences</b>			<b>15,077</b>	<b>12,426</b>	<b>276</b>	<b>12,702</b>	<b>84%</b>	<b>1,473.56</b>	<b>26.48</b>	<b>1,500.04</b>	<b>1,557.80</b>	<b>0.00</b>	<b>1,557.80</b>	<b>13,391</b>	<b>0</b>	<b>13,391</b>

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### 2020-21 Enrolment Plan - DRAFT

		2019-20					2019-20			2020-21			2020-21		
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
<b>School of Hospitality, Food Studies &amp; Applied Business</b>															
4601	<sup>6</sup> Legal Administrative Assistant	270	286	0	286	106%	31.47	0.00	31.47	28.00	0.00	<b>28.00</b>	288	0	288
4602	<sup>6</sup> Medical Office Assistant 15/16	572	391	0	391	68%	32.45	0.00	32.45	44.00	0.00	<b>44.00</b>	572	0	572
4607	<sup>6</sup> Executive Assistant	48	43	0	43	90%	4.30	0.00	4.30	3.60	0.00	<b>3.60</b>	36	0	36
4612	<sup>6</sup> Administrative Assistant	1,478	765	168	933	63%	47.77	10.58	58.35	45.59	9.12	<b>54.71</b>	775	154	929
4615	<sup>6</sup> Medical Transcriptionist	254	213	16	229	90%	13.31	0.97	14.28	15.00	0.00	<b>15.00</b>	255	0	255
5301	<sup>2</sup> Baking & Pastry Arts	1,338	1,282	121	1,403	105%	77.64	7.72	85.36	88.75	0.05	<b>88.80</b>	1,538	2	1,540
5305	<sup>2</sup> Baking Apprenticeship	36	35	0	35	97%	35.00	3.26	38.26	32.00	0.00	<b>32.00</b>	32	0	32
5404	<sup>2</sup> Culinary Arts ESL	256	153	0	153	60%	11.17	0.00	11.17	1.75	0.00	<b>1.75</b>	28	0	28
5406	<sup>2</sup> Culinary Arts - Satellite Program	452	342	0	342	76%	44.35	0.00	44.35	54.00	0.00	<b>54.00</b>	468	0	468
5409	<sup>2</sup> Professional Cook 2 Advanced	660	668	1	669	101%	55.42	0.06	55.48	4.88	0.00	<b>4.88</b>	60	0	60
5410	<sup>2</sup> Culinary Arts (Blended)	1,001	333	504	837	84%	46.16	69.72	115.88	174.09	220.61	<b>394.70</b>	1,834	2,196	4,030
5501	<sup>2</sup> Asian Culinary Arts	322	135	101	236	73%	11.03	7.99	19.02	10.54	9.04	<b>19.58</b>	136	117	253
5701	<sup>6</sup> Hospitality Management	3,604	595	2,945	3,540	98%	57.10	282.00	339.10	68.50	305.50	<b>374.00</b>	784	3,455	4,239
5702	<sup>6</sup> Hospitality Management App Deg	464	221	183	404	87%	24.90	18.30	43.20	16.00	19.00	<b>35.00</b>	176	209	385
5708	<sup>2</sup> Culinary Arts Apprenticeship	144	165	1	166	115%	165.00	1.00	166.00	148.00	0.00	<b>148.00</b>	148	0	148
<b>Total Hospitality, Food Studies &amp; Applied Business</b>		<b>10,899</b>	<b>5,627</b>	<b>4,040</b>	<b>9,667</b>	<b>89%</b>	<b>657.07</b>	<b>401.60</b>	<b>1058.67</b>	<b>734.70</b>	<b>563.32</b>	<b>1,298.02</b>	<b>7,130</b>	<b>6,133</b>	<b>13,263</b>

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**2020-21 Enrolment Plan - DRAFT**

	2019-20					2019-20			2020-21			2020-21				
	Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations				
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total		
<b>School of Health Sciences</b>																
4610	<sup>4</sup>	Health Unit Coordinator	339	280	0	280	83%	22.46	0.00	22.46	27.56	0.00	<b>27.56</b>	414	0	414
5002	<sup>4</sup>	Resident Care Attendant - ESL	396	240	0	240	61%	19.70	0.00	19.70	28.54	0.00	<b>28.54</b>	363	0	363
5004	<sup>4</sup>	Practical Nursing	2,293	2,182	0	2,182	95%	152.70	0.00	152.70	154.09	0.00	<b>154.09</b>	2,240	0	2,240
5005	<sup>4</sup>	Pharmacy Technician	437	364	0	364	83%	26.84	0.00	26.84	32.81	0.00	<b>32.81</b>	554	0	554
5017	<sup>4</sup>	Access to Practical Nursing	564	277	0	277	49%	15.11	0.00	15.11	37.49	0.00	<b>37.49</b>	666	0	666
5031	<sup>4</sup>	Baccalaureate Nursing	1,493	1,242	0	1,242	83%	116.28	0.00	116.28	119.13	0.00	<b>119.13</b>	1,426	0	1,426
5076	<sup>4</sup>	Occup/Physical Therap Assist	514	460	14	474	92%	35.71	1.19	36.90	36.70	0.00	<b>36.70</b>	514	0	514
5078	<sup>4</sup>	LPN Bridging to BSN	96	92	0	92	96%	18.56	0.00	18.56	19.36	0.00	<b>19.36</b>	96	0	96
5101	<sup>4</sup>	Dental Hygiene	378	324	0	324	86%	40.19	0.00	40.19	42.00	0.00	<b>42.00</b>	378	0	378
5102	<sup>4</sup>	Dental Assisting	1,606	1,123	5	1,128	70%	68.87	0.28	69.15	63.67	0.00	<b>63.67</b>	1,118	0	1,118
5103	<sup>4</sup>	Dental Technology	201	142	0	142	71%	13.26	0.00	13.26	16.80	0.00	<b>16.80</b>	183	0	183
5104	<sup>4</sup>	Dental Reception Coordinator	275	184	0	184	67%	25.12	0.00	25.12	37.33	0.00	<b>37.33</b>	312	0	312
5106	<sup>4</sup>	Dental Radiography	16	27	0	27	169%	3.02	0.00	3.02	2.34	0.00	<b>2.34</b>	21	0	21
5115	<sup>4</sup>	Distance Dental Assisting	331	300	0	300	91%	16.84	0.00	16.84	15.42	0.00	<b>15.42</b>	264	0	264
5116	<sup>4</sup>	Health Care Attendant	1,260	998	0	998	79%	89.82	0.00	89.82	92.61	0.00	<b>92.61</b>	1,133	0	1,133
5117	<sup>4</sup>	Medical Lab Assistant	432	379	0	379	88%	47.60	0.00	47.60	48.00	0.00	<b>48.00</b>	432	0	432
5118	<sup>4</sup>	CCAH Part Time Programs	128	96	0	96	75%	10.66	0.00	10.66	10.67	0.00	<b>10.67</b>	128	0	128
5120	<sup>4</sup>	CDA Directed Studies DAST 1600	48	65	12	77	160%	0.80	0.12	0.92	0.70	0.00	<b>0.70</b>	60	0	60
<b>Total Health Sciences</b>			<b>10,807</b>	<b>8,775</b>	<b>31</b>	<b>8,806</b>	<b>81%</b>	<b>723.54</b>	<b>1.59</b>	<b>725.13</b>	<b>785.22</b>	<b>0.00</b>	<b>785.22</b>	<b>10,302</b>	<b>0</b>	<b>10,302</b>

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### 2020-21 Enrolment Plan - DRAFT

	2019-20					2019-20			2020-21			2020-21			
	Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
<b>School of Instructor Education</b>															
1500	<sup>6</sup> Provincial instructor Diploma	1,828	1,795	0	1,795	98%	216.68	0.00	216.68	203.00	0.00	<b>203.00</b>	1,660	0	1,660
1535	<sup>6</sup> Online/eLearning Instruction	72	63	0	63	88%	7.97	0.00	7.97	10.50	0.00	<b>10.50</b>	84	0	84
<b>Total Instructor Education</b>		<b>1,900</b>	<b>1,858</b>	<b>0</b>	<b>1,858</b>	<b>98%</b>	<b>224.65</b>	<b>0.00</b>	<b>224.65</b>	<b>213.50</b>	<b>0.00</b>	<b>213.50</b>	<b>1,744</b>	<b>0</b>	<b>1,744</b>

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### 2020-21 Enrolment Plan - DRAFT

		2019-20					2019-20			2020-21			2020-21						
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations						
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total				
<b>Centre for International Education - Cohort Programs only</b>																			
4110	Electronics Repair Technology	-	-	-	-	-	-	-	-	0	18	18	0	200	200				
4305	Technical Training Access	496	-	429	429	86%	0.00	14.28	14.28	0	20.93	20.93	0	658	658				
4306	Auto Collision Refinishing Dip	1,358	-	1,451	1,451	107%	0.00	110.27	110.27	0	104.67	104.67	0	1355	1355				
4328	Auto Serv Tech Diploma Intl	809	-	742	742	92%	0.00	106.66	106.66	0	99.6	99.6	0	794	794				
4801	Canadian Business Mgmt. Diploma	2,544	-	2,409	2,409	95%	0.00	274.41	274.41	0	264.47	264.47	0	2612	2612				
4811	Bus Project Mgmt PD Diploma	680	-	639	639	94%	0.00	63.90	63.90	0	177.5	177.5	0	2009	2009				
5302	Baking intn'l 5 month program	266	1	225	226	85%	0.30	13.94	14.24	0	16.5	16.5	0	296	296				
5306	Baking & Pastry - Artisan Int'l	576	-	558	558	97%	0.00	36.86	36.86	0	36.8	36.8	0	608	608				
5410	Culinary Arts (Blended)	110	-	11	11	10%	0.00	1.52	1.52	0	28.38	28.38	0	390	390				
5712	Diploma Culinary Arts Intl	1,982	-	1,811	1,811	91%	0.00	157.01	157.01	0	20.03	20.03	0	228	228				
<b>Total International Education</b>		<b>8,821</b>	<b>1</b>	<b>8,275</b>	<b>8,276</b>	<b>94%</b>	<b>0.30</b>	<b>778.85</b>	<b>779.15</b>	<b>0</b>	<b>786.88</b>	<b>786.88</b>	<b>0</b>	<b>9150</b>	<b>9150</b>				

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### 2020-21 Enrolment Plan - DRAFT 1

	2019-20					2019-20			2020-21			2020-21		
	Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
<b>Continuing Studies<sup>5</sup></b>	11,198	8,748	261	9,009	80%	532.43	16.72	549.15	530.00	16.00	548.20	8700	260	8960

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### 2020-21 Enrolment Plan - DRAFT

	2019-20				Utilization	2019-20			2020-21			2020-21		
	Budgeted Registrations	Actual Registrations*				Actual FTE*			Budgeted FTE			Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
<b>Grand Total - budgeted excludes LINC and CS</b>	<b>58,113</b>	<b>35,677</b>	<b>14,776</b>	<b>50,453</b>	<b>87%</b>	<b>4094.53</b>	<b>1451.26</b>	<b>5545.79</b>	<b>4,341.95</b>	<b>1,677.86</b>	<b>6,019.81</b>	<b>40,987</b>	<b>18,443</b>	<b>59,430</b>

#### 2019-20 FTE Targets

	<u>AVED Target</u>
<b>AVED Total</b>	<u><b>6,541</b></u>

#### AVED Priority Seats

	<u>AVED Target</u>
Adult Basic Education	
English as a Second Language	1,245
English Language Services for Adults	
Adult Special Education	
<b>Subtotal Developmental</b>	<u><b>1,245</b></u>

#### Health

Licensed Practical Nurse	210
Bachelor of Science in Nursing	129
Health Care Assistant	159
Health Care Assistant ESL	
Health - Balance Not Targeted	343
<b>Subtotal Health</b>	<u><b>841</b></u>

<b>Total AVED Priority Seats</b>	<u><b>2,086</b></u>
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<b>AVED not-Targeted</b>	<u><b>4,455</b></u>
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VCC ACTIVE EDUCATION AGREEMENTS  
updated February 2020

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Arts & Sciences	Dance Diploma	Arts Umbrella	Affiliation agreement	May 18, 2010	Review annually in June	Joint collaboration of Dance Diploma
Arts & Sciences	Arts & Sciences	BC Transfer - System Wide Agreement on Arts & Sciences collaboration	MOA	April 1, 2012	ongoing	Collaborative learning across members of the BC Transfer System engaged in Arts & Sciences
Arts & Sciences	EAL Pathways	Ministry of Technology, Innovation and Citizens Services	License agreement	October 1, 2018	October 1, 2023	License agreement for curricula titled "Communication for Accounting and Communication for Engineering"
Arts & Sciences	EAL Pathways	Ministry of Technology, Innovation and Citizens Services	License agreement	March 31, 2014	March 31, 2019	License agreement for ESL Pathways curriculum
Arts & Sciences	EAL Pathways	Ministry of Technology, Innovation and Citizens' Services	License Agreement	March 1, 2014	March 1, 2021	License agreement between Minister of Technology, Innovation and Citizens' Services and VCC for English Language program curriculum
Arts & Sciences	Basic Education & CCA	Ray-Cam	Letter of Agreement	September 1, 2017	June 2018	Delivery of literacy to fundamental level reading, writing and math
Arts & Sciences	UT Engineering	SFU	Transfer Agreement	June 1, 2014	ongoing	Pathway transfer agreement SFU/VCC to ladder students into SFU's Engineering Certificate
Arts & Sciences	UT Computing Science	SFU	Transfer Agreement	October 1, 2014	ongoing	Pathway transfer agreement SFU/VCC to ladder students into SFU's Computer Science & Software Systems Certificate
Arts & Sciences	UT Science Certificate	SFU	Transfer Agreement	September 1, 2018	ongoing	Pathway transfer agreement SFU/VCC to ladder students into SFU's University Transfer Science Certificate
Arts & Sciences	LINC	YMCA of Greater Vancouver	Letter of Understanding	April 1, 2016	March 2019	Collaboration between YMCA and VCC to enable use of services to meet new immigrant needs
College-wide	General	Adler University	MOU	December 2017	December 2020	To explore partnership possibilities for students and employees that improve health, access to educational opportunities.
College-wide	General	BCIT	MOU	July 22, 2013	July 22, 2018	To foster applied research and research services cooperatively
College-wide	General	BCIT, SFU, VCC	MOU	March 2013	Ongoing	BCIT, SFU and VCC agree to work together to explore opportunities for collaboration and joint initiatives
College-wide	Dual credit	Burnaby School District 41 - dual credit	MOU	March 1, 2015	March 1, 2018	Dual credit programming
College-wide	Health field	Canada India Network Society, BCIT, VCC	MOU	July 2010	ongoing	collaboration between Canada and India in the health field
College-wide	Practicum placements	Douglas College	Agreement	February 22, 2016	February 21, 2021	Practicum placements
College-wide	Data analyst	Economic Modeling (Emsi)	Subscription Agreement	June 15, 2018	June 14, 2020	Access to Analyst - labour market data
College-wide	Business Management, Early Childhood, Hospitality Management	Griffiths University	Articulation Agreement	February 1, 2009	Agreement outdated and currently under review	Articulation agreement for Business Management, Early Childhood, Hospitality Management programs
College-wide	General	Immigration, Refugees and Citizenship Canada (Government)	Contributin Agreement	August 29, 2018		Funding provided to VCC to deliver services to eligible clients.
College-wide	Expand educational pathways	Jeonju University, South Korea	MOU	June 8, 2018	June 7, 2020	Explore educational exchange between two institutes
College-wide	Expand educational pathways	Justice Institute of BC	MOU	March 1, 2015	February 1, 2020	Expand educational pathways

VCC ACTIVE EDUCATION AGREEMENTS  
updated February 2020

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
College-wide	Expand educational pathways	LaSalle College, Vancouver	MOU	June 20, 2018	June 20, 2020	Expand educational pathways
College-wide	Data collection	Ministry of Advanced Education	Agreement	2010	ongoing	Data collection and reporting processes for the Central Data Warehouse and Student Transitions Project
College-wide	Collaboration with AVED	Native Education College	Affiliation agreement	July 1, 2012	July 1, 2017	Collaboration with Ministry of Advanced Education. Renewal under discussion with Dean and VP Academic
College-wide	Agency grants and awards	Natural Sciences and Engineering Research Council of Canada (NSERC)	Agreement	January 1, 2013	March 31, 2018	Agreement on the administration of agency grants and awards by research institutions
College-wide	Agency grants and awards	Social Sciences and Humanities Research Council of Canada (SSHRC)	Agreement	January 1, 2013	March 31, 2018	Agreement on the administration of agency grants and awards by research institutions
College-wide	Expand educational pathways	Technological Higher Education Association, Ireland	MOU	June 1, 2017	Ongoing	Co-operation in education, training, research
College-wide	Operational	Translink Upass agreement	Agreement	2011		Upass agreement with Translink and PSEs
College-wide	Aboriginal Education	Vancouver School Board School District 39	Agreement	December 1, 2013	December 1, 2020	Cooperation agreement between VCC and VSB to pursue education for aboriginal youth - signed
College-wide	Dual credit	Vancouver School District 39 - dual credit	MOU	January 1, 2015	January 1, 2018	Dual credit programming
College-wide	Student Development	VCC Student Union (SUVCC)	MOU	January 1, 2018	December 31, 2022	Joint partnership to co-establish the Office of Ombudsperson
Continuing Studies	Paralegal Diploma and Certificate program	Athabasca University	Articulation Agreement	May 14, 2007	agreement outdated, needs to be reviewed	Paralegal Certificate and Diploma programs
Continuing Studies	Counseling Skills & Substance Abuse Certificate programs	Athabasca University	Articulation Agreement	September 8, 2009	agreement outdated, needs to be reviewed	Transfer credit agreement for VCC Counseling Skills & Substance Abuse Certificate programs
Continuing Studies	Business Leadership & Management Certificate programs	BCIT	Articulation Agreement	January 1, 2010	agreement outdated, needs to be reviewed	Business Leadership & Management Certificate programs
Continuing Studies	Health	City Centre Cares Society	Affiliation agreement	June 1, 2015	Jun 1, 2020	Practicum placements
Continuing Studies	Paralegal Diploma	Royal Roads University (RRU)	MOU	April 1, 2016	April 1, 2021	Agreement of a block transfer from VCC to RRU
Continuing Studies	Samsung Training Certificate	Samsung Electronics Canada	MOA	May 10, 2016	May 1, 2019	VCC to deliver two specific Samsung courses (Measurements & Instrumentation in Samsung
Continuing Studies	Early Childhood Education	School District 74 Gold Trail	MOU & Affiliation Agreement	September 1, 2015	September 1, 2018	Dual credit programming - Early Childhood Education
Health Sciences	Health Care Assistant	Aboriginal Community Career Services Employment Society	Affiliation agreement	January 29, 2018	December 7, 2018	Delivery of an Access to Health Care Program
Health Sciences	Copyright Agreement	National Dental Assisting Examining Board	Affiliation Agreement	effective 2004	ongoing	Copyright agreement to deliver National Dental Assisting Examining Board's Clinical Practice
Health Sciences	BScN program	Trent University	Research Funding Agreement	Sept - Nov. 2018	30-Nov-18	Funding from SSHRC
Health Sciences	BScN program	University College of the Fraser Valley	Agreement	February 1, 2007	ongoing	UCFV grants right and license to VCC to use the program curriculum for the BScN program
Health Sciences	Occupational Physical Therapist Assistant	University of Northampton	Articulation Agreement	August 1, 2014	ongoing	Articulation agreement for Occupational Physical Therapist program
Health Sciences	LPN Perioperative	Vancouver Coastal Health	MOA	April 18, 2016	Ongoing	Transfer LPN Perioperative curriculum ownership to VCC
Health Sciences	Health Care Assistant	Vancouver School Board School District 39	Affiliation agreement	January 1, 2016	Ongoing	Agreement to allowed up to 4 high schhol students to enter the Health Care Assostant program each year

VCC ACTIVE EDUCATION AGREEMENTS  
updated February 2020

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Hospitality, Food Studies & Applied Business	Applied Business Technology (ABT) online collaborative program	BC Campus	MOU	April 1, 2016	Ongoing	Applied Business Technology (ABT) collaborative program
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Langley School District #35	MOU	September 1, 2017	August 31, 2018	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Maple Ridge/Pitt Meadows School District #42	MOU	September 1, 2018	August 31, 2019	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	North Vancouver School District #44	MOU	September 1, 2018	August 31, 2019	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Howe Sound School District #48	MOU	September 1, 2018	August 31, 2019	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Misson School District #75	MOU	September 1, 2018	August 31, 2019	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Professional Cook 3	Institute of Technology, Tralee, Ireland	Articulation Agreement	June 1, 2018	Ongoing	Articulation agreement for VCC's Professional Cook 3 program and Institute of Technology, Tralee's Bachelor of Arts in Culinary Arts program
Hospitality, Food Studies & Applied Business	Culinary Arts	Korean Food Promotion Institute	Collaborative Agreement	October 1, 2018	February 1, 2019	Introduce working chefs and students to Korean Cuisine and Food Culture
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Business & Hotel Management School	MOU	April 1, 2018	April 1, 2022	Diploma and Degree pathway
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Blue Mountains International Hotel Management School (BMIHMS)	Articulation Agreement	November 1, 2015	ongoing	Articulation agreement between BMIHMS and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Brighton College, Vancouver	Articulation Agreement	September 1, 2018	August 31, 2020	Articulation agreement for Hospitality Diploma courses
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Ilac International College	MOU	November 1, 2019	October 31, 2022	Diploma pathway
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Canadian Tourism College	Articulation Agreement	September 1, 2018	August 31, 2021	Articulation agreement between VCC & CTC
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Eton College	Articulation Agreement	June 2013	ongoing	Transfer of Eton College students into 3rd year of Bachelor of Hospitality Management at VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Cornerstone College	Articulation Agreement	September 1, 2018	August 31, 2021	Articulation agreement between Cornerstone College and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Glion Institute of Higher Education (GIHE), International	Articulation Agreement	April 1, 2018	April 1, 2022	Articulation agreement between Glion (GIHE) and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Les Roches International School of Hotel Management, Switzerland	Articulation Agreement	January 1, 2016	January 1, 2021	Articulation agreement between Les Roches and VCC

VCC ACTIVE EDUCATION AGREEMENTS  
updated February 2020

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Royal Roads University (RRU)	Articulation Agreement	April 1, 2016	April 1, 2021	MOU to block transfer from VCC to RRU
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Royal Roads University (RRU)	Articulation Agreement	April 1, 2016	April 1, 2021	MOU for admission requirement between RRU and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Western Community College	Articulation Agreement	April 1, 2019	April 1, 2022	Articulation agreement for Hospitality Diploma courses
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Western Community College	MOU	March 1, 2019	March 1, 2022	MOU to block transfer from WCC to VCC
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Red River College	Articulation Agreement	June 1, 2019	June 1, 2022	Articulation Agreement between VCC and RR
Indigenous Education	Culinary Arts Pre-Trades Foundation program	Ministry of Advanced Education (AVED)	Agreement	October 29, 2015	??	Shared cost arrangement between AVED and VCC
Library	Integrated Library Systems agreement	BCIT	MOU	not dated	Review annually	Integrated Library Systems agreement
School of Instructor Education	Provincial Instructor Diploma	BC Construction Safety Alliance	Service Agreement	January 1, 2014	Ongoing	Delivery of Train the Safety Trainer
School of Instructor Education	Provincial Instructor Diploma	BC Ferries	Service Agreement	Renewal pending		Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	Canadian Society for Training and Development	MOU	January 1, 2015	ongoing	Development and delivery of two CSTD exam preparation online courses
School of Instructor Education	Provincial Instructor Diploma	College of the North Atlantic - Qatar (CNAQ)	Partnership Agreement	March 1, 2016	August 1, 2017	Partnership agreement between CNAQ and VCC
School of Instructor Education	Provincial Instructor Diploma	Goldcorp	Service Agreement	Renewal pending		Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	Justice Institute of BC	Articulation Agreement	February 2, 2016	February 1, 2019	Articulation agreement between JIBC associate certificate and VCC PIDP
School of Instructor Education	Provincial Instructor Diploma	Nicola Valley Institute of Technology	Transfer Agreement	March 2009	ongoing	Transfer agreements between NVIT for delivery of Native Adult Education Diploma and VCC for PIDP
School of Instructor Education	Provincial Instructor Diploma	Northwest Community College	Articulation Agreement	August 1, 2016	August 1, 2019	Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	Okanagan College	Articulation Agreement	March 1, 2016	March 1, 2020	Transfer of PIDP courses with Okanagan College's Learner Centred Instructor Certificate
School of Instructor Education	Provincial Instructor Diploma	Province of BC, Intellectual Property Program	License agreement	February 25, 2014	ongoing	License agreement between Province and VCC for the Provincial Instructor Diploma program curriculum
School of Instructor Education	Provincial Instructor Diploma	Selkirk College Teaching and Learning Institute	Articulation Agreement	April 1, 2018	March 31, 2020	Transfer of PIDP courses with Selkirk College Teaching and Learning Institute
School of Instructor Education	Provincial Instructor Diploma	SFU	Letter of Intent	August 1, 2016	Aug 2019	Delivery of SFU Master of Education cohorts 3 & 4 at VCC
School of Instructor Education	Provincial Instructor Diploma	Southern Alberta Institute of Technology	Transfer Agreement	July 1, 2016	June 30, 2021	Transfer agreements between SAIT courses and PIDP
School of Instructor Education	Provincial Instructor Diploma	Tribal Resources Investment Corporation	Education Service Agreement	January 1, 2018	December 31, 2018	Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	University of Fraser Valley	Transfer Agreement	September 1, 2016	August 1, 2020	Transfer agreements between PIDP to UFV Bachelor of Adult Education

VCC ACTIVE EDUCATION AGREEMENTS  
updated February 2020

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
School of Instructor Education	Provincial Instructor Diploma	University of Victoria	Transfer Agreement	October 1, 2014	October 1, 202	Transfer agreement UVIC Certificate in Adulty Continuing Education and VCC's PIDP
Trades, Technology & Design	Automotive	Automotive Industries Association (AIA) Canada	MOU	July 1, 2016	July 1, 2018	Agreement between AIA Canada and VCC for use of I-CAR training material
Trades, Technology & Design	Heavy Mechanical	BCIT	MOU	June 1, 2014	June 1, 2044	Operation of the Annacis Island Campus
Trades, Technology & Design	Heavy Mechanical	BCIT	MOU	October 1, 2014	ongoing	MOU with respect to inter-institutional non-academic student codes of conduct
Trades, Technology & Design	Auto Collision and Refinishing	BMW Canada	MOU	September 18, 2016	September 18, 2018	Access to BMW online training materials
Trades, Technology & Design	Trades Education	Kwantlen University, University College of the Fraser Valley, VCC	MOU	2004	ongoing	Collaboration around Trades education
Trades, Technology & Design	Hair Design	L'Oreal	Contract	June 1, 2013	May 1, 2020	L'Oreal access to VCC Hair Salon
Trades, Technology & Design	NASKARZ ('Never Again Steal Karz')	Vancouver Police Department and Ray-Cam Community Center	Partnership / Contract	2006	requires annual renewal upon mutual agreement	Collaboration to provide auto trades training for youth at risk through a non-base funded contract with Ray-Cam
Trades, Technology & Design	Auto Collision and Refinishing	Surrey School District #36	MOU	April 1, 2019	March 31, 2024	Auto Collision Repair Tech (4301-ACSS), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Heavy Mechanical	Surrey School District #36	MOU	April 1, 2019	March 31, 2024	Hvy Mech Trades Foundation YTT (4304)
Trades, Technology & Design	Auto Collision and Refinishing	Delta School District #37	MOU	April 1, 2019	March 31, 2024	Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Auto Collision and Refinishing	Richmond School District #38	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair Tech (4301), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Auto Collision and Refinishing	Vancouver School District #39	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair Tech (4301), Auto Refinishing Prep Tech (4325),
Trades, Technology & Design	Automotive	Vancouver School District #39	MOU	01-Apr-19	31-Mar-24	Auto Service Technician - Britannia (4326-AUSS), Auto Service Technician Foundation (4303)
Trades, Technology & Design	Heavy Mechanical	Vancouver School District #39	MOU	01-Apr-19	31-Mar-24	Hvy Mech Trades Foundation YTT (4304)
Trades, Technology & Design	Hair Design	Vancouver School District #39	MOU	01-Apr-19	31-Mar-24	Hair Design VSB On Campus (5215)
Trades, Technology & Design	Auto Collision and Refinishing	New Westminster School District #40	MOU	01-Apr-19	31-Mar-24	Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Auto Collision and Refinishing	Burnaby School District #41	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair Tech (4301-ACSS), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Hair Design	Maple Ridge School District #42	MOU	01-Apr-19	31-Mar-24	Hair Design SRTS - off campus (5215)
Trades, Technology & Design	Auto Collision and Refinishing	Coquitlam School District #43	Service Agreement	01-Apr-19	31-Mar-24	Auto Collision Repair Tech (4301), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Automotive	Coquitlam School District #43	Service Agreement	01-Apr-19	31-Mar-24	Auto Service Tech
Trades, Technology & Design	Heavy Mechanical	Coquitlam School District #43	Service Agreement	01-Apr-19	31-Mar-24	Hvy Mech Trades Foundation YTT (4304)
Trades, Technology & Design	Hair Design	Coquitlam School District #43	Service Agreement	01-Apr-19	31-Mar-24	Hair Design - VSB On Campus (5215)
Trades, Technology & Design	Auto Collision and Refinishing	Greater Victoria School District #60	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Auto Collision and Refinishing	Saanich School District #63	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair - High school Flex Learning (A206)

VCC ACTIVE EDUCATION AGREEMENTS  
 updated February 2020

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Trades, Technology & Design	Auto Collision and Refinishing	Comox School District #71	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Auto Collision and Refinishing	North Okanagan School District #83	MOU	01-Apr-19	31-Mar-24	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Automotive	North Okanagan School District #83	Service Agreement	01-Apr-18	31-Mar-19	Auto Service Tech - High school Flex Learning
Trades, Technology & Design	Esthetics	Riverside College	MOU	06-Jun-19	21-May-22	Esthetics Certificate Program



**Practicum Placement Agreements for School of Health Sciences  
Updated June 2018**

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Aboriginal Life in Vancouver	Affiliation Agreement	November 9, 2016	Ongoing	Practicum placements for VCC students
Health Sciences	Aboriginal Community Career Services	Affiliation Agreement	January 29, 2018	Ongoing	Practicum placements for VCC students
Health Sciences	Action Based Care Nurse Consultants	Affiliation Agreement	April 6, 2017	Ongoing	Practicum placements for VCC students
Health Sciences	Aids Vancouver	Affiliation Agreement	June 22, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Amica at Arbutus Manor	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	ARA Mental Health	Affiliation Agreement	March 30, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Augustine House	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Baby Go Round	Affiliation Agreement	September 12, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Bayshore Home Health	Affiliation Agreement	July 13, 2012	ongoing	Practicum placements for VCC students
Health Sciences	BC First Call - Toxins/Child Health	Affiliation Agreement	November 30, 2012	ongoing	Practicum placements for VCC students
Health Sciences	BC Poverty Reduction Coalition	Affiliation Agreement	April 6, 2017	ongoing	Practicum placements for VCC students
Health Sciences	Blenheim Lodge	Affiliation Agreement	June 20, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Broadway Pentecostal Lodge	Affiliation Agreement	January 13, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Canada Safeway Ltd.	Affiliation Agreement	December 21, 2010	ongoing	Practicum placements for VCC students
Health Sciences	Carnegie Community Centre	Affiliation Agreement	June 22, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Chartwell Langley Gardens Retirement	Affiliation Agreement	October 3, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Chilliwack Society for Community Living	Affiliation Agreement	February 10, 2017	ongoing	Practicum placements for VCC students
Health Sciences	Chown Adult Day Care	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students

**Practicum Placement Agreements for School of Health Sciences  
Updated June 2018**

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Churchill House	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Clarendon Court	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Coast Mental Health	Affiliation Agreement	December 17, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Courtyard Terrace	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Developmental Disabilities Association	Affiliation Agreement	December 17, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Downtown Eastside Neighbourhood House	Affiliation Agreement	March 24, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Downtown Eastside Women's Centre	Affiliation Agreement	July 3, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Dunbar Community Center	Affiliation Agreement	September 12, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Evelyn Saller Centre	Affiliation Agreement	April 11, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Forensic Psychiatric Services	Affiliation Agreement	October 1, 2009	ongoing	Practicum placements for VCC students
Health Sciences	Fraser Health	Affiliation Agreement	September 11, 2015	in the process of renewing	Practicum placements for VCC students
Health Sciences	George Derby Centre	Affiliation Agreement	July 18, 2014	ongoing	Practicum placements for VCC students
Health Sciences	German -Canadian Care Home	Affiliation Agreement	January 23, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Gordon Neighbourhood House	Affiliation Agreement	December 11, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Greater Vancouver Community Services Society	Affiliation Agreement	March 21, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Haro Park Assisted Living	Affiliation Agreement	June 5, 2013	ongoing	Practicum placements for VCC students

**Practicum Placement Agreements for School of Health Sciences  
Updated June 2018**

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Hastings Community Centre	Affiliation Agreement	November 23, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Hawthorne Seniors Care Community	Affiliation Agreement	March 3, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Hay River Health & Social Services Authority (Out of Province)	Affiliation Agreement	January 1, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Health Home Care Society of BC	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Hello Cool World	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Interior Health Authority	Affiliation Agreement	September 2, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Kin Village Court	Affiliation Agreement	June 1, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Kitsilano Neighbourhood House	Affiliation Agreement	September 29, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Kitsilano Neighbourhood House	Affiliation Agreement	September 29, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Kiwassa Neighbourhood House	Affiliation Agreement	October 20, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Laurel Place Holdings Ltd	Affiliation Agreement	March 21, 2014	ongoing	Practicum placements for VCC students
Health Sciences	LifeLabs BC	Affiliation Agreement	August 29, 2016	August 28, 2019 (3 years)	Practicum placements for VCC students
Health Sciences	Little Mountain Place	Affiliation Agreement	October 20, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Lookout Emergency Aid Society	Affiliation Agreement	July 1, 2016	30-Jun-21	Practicum placements for VCC students
Health Sciences	Lynn Valley Care	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Metro Vancouver Alliance	Affiliation Agreement	December 6, 2012	ongoing	Practicum placements for VCC students

**Practicum Placement Agreements for School of Health Sciences  
Updated June 2018**

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Motivation, Power & Achievement Society	Affiliation Agreement	April 1, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Mount Pleasant & Neighbour House	Affiliation Agreement	December 9, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Native Courtworker and Counselling Association of BC (NCCABC)	Affiliation Agreement	October 31, 2014	ongoing	Practicum placements for VCC students
Health Sciences	New Vista Society	Affiliation Agreement	January 19, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Northcrest Care Centre	Affiliation Agreement	March 1, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Northern Health Authority	Affiliation agreement	July 1, 2006	in the process of renewing	Practicum placements for VCC students
Health Sciences	Office of the Chief Medical Examiner (Out of Province)	Affiliation Agreement	April 1, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Pacific Community Resources Society	Affiliation Agreement	September 30, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Pinegrove Place Care Home	Affiliation Agreement	March 1, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Portland Hotel Society	Affiliation Agreement	March 18, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Possibilities Association of BC	Affiliation Agreement	July 9, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Providence Health Care	Affiliation agreement	June 15, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Provincial Health Services Authority	Affiliation agreement	October 31, 2010	ongoing	Practicum placements for VCC students
Health Sciences	Ray-Cam Co-operative Centre	Affiliation Agreement	October 20, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Rosemary Heights Seniors Village	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Rosewood Manor	Affiliation Agreement	February 11, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Sobeys National Pharmacy Group	Affiliation Agreement	October 19, 2016	ongoing	Practicum placements for VCC students

**Practicum Placement Agreements for School of Health Sciences  
Updated June 2018**

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	St. Joseph's General Hospital	Affiliation Agreement	September 19, 2016	September 19, 2021	Practicum placements for VCC students
Health Sciences	St. Jude's Anglican Home	Affiliation Agreement	June 9, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Strathcona Health Society	Affiliation Agreement	February 28, 2017	ongoing	Practicum placements for VCC students
Health Sciences	Swedish Assisted Living Residence	Affiliation Agreement	December 21, 2015	ongoing	Practicum placements for VCC students
Health Sciences	The Bloom Group	Affiliation Agreement	July 9, 2013	ongoing	Practicum placements for VCC students
Health Sciences	The Fair Haven United Church Homes	Affiliation Agreement	May 31, 2012	ongoing	Practicum placements for VCC students
Health Sciences	The Gathering Place	Affiliation Agreement	December 11, 2012	ongoing	Practicum placements for VCC students
Health Sciences	The Governing Council of the Salvation Army in Canada	Affiliation Agreement	January 13, 2015	ongoing	Practicum placements for VCC students
Health Sciences	The Kettle Friendship Society	Affiliation Agreement	January 8, 2013	ongoing	Practicum placements for VCC students
Health Sciences	The Louis Brier Home and Hospital	Affiliation Agreement	October 2, 2014	ongoing	Practicum placements for VCC students
Health Sciences	The Ottawa Hospital (Out of Province)	Affiliation Agreement	May 1, 2003	ongoing	Practicum placements for VCC students
Health Sciences	Thunder Bay Regional Hospital (Out of Province)	Affiliation Agreement	September 1, 2003	ongoing	Practicum placements for VCC students
Health Sciences	Travel Medicine & Vaccination Centre	Affiliation Agreement	September 12, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Triage Shelter	Affiliation Agreement	June 19, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Union Gospel Mission	Affiliation Agreement	January 4, 2013	ongoing	Practicum placements for VCC students
Health Sciences	University of Victoria	Affiliation Agreement	September 1, 2009	ongoing	Practicum placements for VCC students
Health Sciences	Valley Medical Laboratories	Affiliation Agreement	November 19, 2015	ongoing	Practicum placements for VCC students

**Practicum Placement Agreements for School of Health Sciences  
Updated June 2018**

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Vancouver Coastal Health Authority	Affiliation Agreement	November 1, 2013	October 31, 2018	Practicum placements for VCC students
Health Sciences	Vancouver Island Health Authority	Affiliation Agreement	April 1, 2013	in the process of renewing	Practicum placements for VCC students
Health Sciences	Vancouver Native Health Society	Affiliation Agreement	February 13, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Vancouver Resource Society	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Watari Counselling & Support Services Society	Affiliation Agreement	November 20, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Whitehouse General Hospital (Out of Province)	Affiliation Agreement	September 1, 2007	ongoing	Practicum placements for VCC students
Health Sciences	Women's Information Safe House Drop-in Centre (WISH)	Affiliation Agreement	November 1, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Yaletown	Affiliation Agreement	January 24, 2014	ongoing	Practicum placements for VCC students
Counseling	SFU				Department to provide agreement
Counseling	UBC				Department to provide agreement
Counseling	Alder Institute				Department to provide agreement

**International Education Agreements  
Updated June 2018**

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Details of Agreement
International Education	Facilitate admission of qualified students	International Language Academy of Canada (ILAC)	MOU	September 1, 2011	To facilitate admission of qualified students from ILAC to VCC academic programs
International Education	Facilitate admission of qualified students	International Language School of Canada (ILSC)	MOU	August 1, 2011	To facilitate admission of qualified students from ILSC to VCC academic programs



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 11, 2020

**ISSUE:** Revisions to the Professional Cook 1 Certificate (EAL Cohort) program

### BACKGROUND:

The Culinary Arts department is proposing significant revisions to the PC1 (EAL Cohort) program. The changes align this program with the changes made in the PC1 Plus stream and the Culinary Arts Diploma Year 1. It will now align with the current ITA outcomes.

It also splits the EAL material into three courses with the credits increasing to 18 from 8 due to the changes to the C.1.4 Assignment of Credits to Courses policy. In order to avoid a significant increase in cost to students, Dennis Innes, Dean of Hospitality, Food Studies & Applied Business, and David Wells, VP Academic, are working on securing additional Ministry funding to support these students.

### DISCUSSION:

Ysabel Sukic, Assistant Department Leader of Culinary Arts, presented this proposal. Ken McMorris, Assistant Department Head in EAL Pathways, spoke to the EAL courses. Most of the content matches the existing PC1 curriculum, and there were no concerns. The Committee noted one error in the hours for the two practicum courses; both were changed to 70 hours.

The effective date was revised from September 2019 to September 2020, due to the time required to finalize funding arrangements.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Professional Cook 1 Certificate (EAL Cohort) program and five courses.

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

**DATE:** February 4, 2020



# Program Change Request

Date Submitted: 05/03/19 10:35 am

Viewing: **Professional Cook 1 Certificate (EAL Cohort)** ~~Culinary Arts Certificate~~

Last approved: 12/18/17 6:38 am

Last edit: 02/04/20 3:39 pm

Changes proposed by: ysukic

## In Workflow

1. **5401 Leader**
2. **5404 Leader**
3. **SHP Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**

Program Name:

**Professional Cook 1 Certificate (EAL Cohort)** ~~Culinary Arts Certificate~~

Credential Level: Certificate

Effective Date: **September 2020**

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts **ESL (5404)** ~~(5401)~~

Contact(s)

## Approval Path

1. 07/06/18 11:53 am  
Collin Gill (cgill):  
Approved for 5401  
Leader
2. 07/12/18 3:05 pm  
Dennis Innes  
(dinnes): Rollback to  
Initiator
3. 03/11/19 12:41 pm  
Collin Gill (cgill):  
Approved for 5401  
Leader
4. 03/12/19 2:07 pm  
Collin Gill (cgill):  
Approved for 5404  
Leader
5. 03/13/19 12:04 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
6. 03/15/19 9:11 am  
Todd Rowlatt  
(trowlatt): Rollback  
to SHP Dean for  
Curriculum  
Committee Chair

7. 03/22/19 10:22 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
8. 05/03/19 11:30 am  
Collin Gill (cgill):  
Approved for 5401  
Leader
9. 05/03/19 11:31 am  
Collin Gill (cgill):  
Approved for 5404  
Leader
10. 05/09/19 7:52 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
11. 05/22/19 11:40 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Dec 18, 2017 by  
clmig-jwehrheim

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8474

## Program Content Guide

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## Purpose

The Culinary Arts Certificate is designed to meet the need for qualified cooks in the hospitality industry. Graduates will be able to obtain employment as line cooks or third cooks in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps and institutional kitchens and will also have completed the technical training for entry into Professional Cook Level 3 of the BC Industry Training Authority (ITA) Apprenticeship Program. **To prepare EAL learners** For students requiring English language support, the program offers additional in-class and workplace training to help them improve their English language proficiency and job search skills for employment in the **food industry by providing an authentic learning experience in industry kitchens to develop their culinary knowledge, skills, and professionalism with English language support.** Canadian labour market. Students receive a VCC certificate upon successful completion of the program. Students who complete Term 1 and choose to discontinue the program will receive a VCC Professional Cook 1 Certificate.

## Admission Requirements

Successful ~~Proof of~~ completion of VCC Lower Intermediate English, or equivalent, which includes a Canadian Language Benchmark of Listening 5, Speaking 5, Reading 5 and Writing 4

or

~~4; TOEFL:~~ English Language Proficiency demonstrated by *one* of the following:

- o IELTS (International English Language Testing System) with a minimum overall score of 4.5 with no band lower than 4.0

or

- o TOEFL iBT (Test of English as a Foreign Language Internet-based Test) with a minimum score of 45, or equivalent

~~English 10 or equivalent~~ Math 10 with a passing grade, or equivalent

or

Approval of the department

## Food Handling Requirements

Ability to physically handle all seafood, including but not limited to fish and shellfish

Ability to physically handle beef, lamb, pork, and all types of poultry and game

Ability to physically handle all dairy products and associated by-products

Disclosure of known food allergies

## Notes

Applicants with a VCC Baking and Pastry Certificate or Baking and Pastry Red Seal Certificate may be exempt from CULI 1504 Baking Techniques

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from CULI 1505 Butchery

~~Food Safe Level 1 Certificate This program is Canadian Language Benchmarked at Listening 7, Speaking 7, Reading 7 and Writing 6; or TOEFL:68; or IELTS:Overall 5.5, with no band less than 5.0. For students requiring English language support, admission requirements are: Math 10 or equivalent Proof of completion of VCC Lower Intermediate English or equivalent, which includes a Canadian Language Benchmark of Listening 5, Speaking 5, Reading 5 and Writing 4; TOEFL:45; or IELTS:overall 4.5, with no band less than 4.0~~

Prior Learning Assessment & Recognition (PLAR)

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

~~Applicants with relevant industry experience may challenge some courses in the program~~

~~through PLAR. Permission for the challenge must be obtained from the department head and the challenge must occur prior to the program start.~~

Program Duration & Maximum Time for Completion

**The program is 40 weeks. Students have a maximum of three years to complete the credential.**

~~The program is 48 weeks in length offered over two terms. For students requiring English language support, the duration is 56 weeks with longer hours of classroom attendance in the first term.~~

## Program Learning Outcomes

~~Upon successful completion of the Culinary Arts Certificate, graduates will be able to:~~ Prepare a variety of culinary items for institutional, casual dining, fine dining, and buffet service and retail sale; Evaluate product outcomes for consistency and accuracy in yield, flavour, texture and overall appearance according to product specifications and standards; **Apply cookery skills** ~~Serve food~~ and **theoretical knowledge to the preparation, presentation and service of alcoholic beverages in a range of dishes and beverages for a commercial hospitality environment.** ~~variety of food service settings according to Serving It Right standards;~~

**Evaluate product outcomes** for consistency and accuracy in yield, taste, flavour, ~~texture~~ and overall appearance according to product specifications and standards. **standards;**

**Identify and describe the** ~~Implement~~ **principles of nutrition and balanced food combinations** ~~kitchen management for institutional menus.~~ **inventory and cost control;**

~~Develop menus based on nutritional health and dietary needs;~~ Adhere to industry **health, health and safety and employment** standards in the preparation, handling and storage of **food and equipment.** ~~food;~~

**Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.**

**Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.**

~~Implement principles of kitchen management for inventory and cost control;~~ Communicate clearly and professionally in English using industry-specific language and sociocultural practices; ~~Practice professional etiquette and personal hygiene during production;~~ ~~Work effectively as a team member during production and service.~~

## Instructional Strategies, Design, and Delivery Mode

**The Professional Cook 1 Certificate (EAL Cohort) is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 40 weeks.**

The **program** ~~Culinary Arts Certificate focuses on practical skill development and~~ is delivered **primarily** in **fully operational industrial kitchens, VCC kitchens and food service outlets and classroom settings. outlets.** ~~Students spend one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary theory is taught in a classroom setting and uses a combination of lecture, class discussion, and independent study to promote the development of professional practice in the food industry. A four-week industry practicum provides students with the opportunity to further develop their basic culinary skills prior to progressing into the advanced level courses. A major emphasis of the program is active student participation. Working in authentic service kitchens~~ **Students are encouraged to become self-directed and outlets provides opportunity responsible for students to develop their English language, practical cooking own learning and professional skills. to come to class well prepared for active participation in classroom and kitchen activities. Classroom instruction, including** ~~For students requiring English language support,~~ an English **language course, course,** ~~Foodsafe level 1 Level 1,~~ and two **short** ~~practicum courses are designed for students to develop theoretical knowledge and skills required for success provided in the culinary industry. term one.~~

The program design is based on a learning-centred and experiential approach whereby students learn through experience in authentic culinary work settings. **Active student learning** ~~Culinary theory is taught in a classroom setting and participation is emphasized uses a combination of lecture, class discussion, and independent study to promote the development of knowledge, skills and attitudes required for success in professional practice in the food industry. Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.~~

## Evaluation of Student Learning

**Evaluation of student learning includes both summative and formative assessments.** ~~A number of written and practical exams will be given during each course\*. The number and complexity of exams is dependent upon the course content and duration. In addition, several formal kitchen projects will be assigned and graded.~~ **Summative evaluations of students' theoretical, practical and** ~~Daily performance including~~ professional ~~attitude, attendance, and~~ **hand skills are conducted through exams, practical assessments, and skills using kitchen equipment and tools will determine the** course assignments and portfolios. ~~mark.~~ **Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios. Students must receive a minimum 70% in each course to receive the Professional Cook 1 Certificate (EAL Cohort).**

**Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the requirements for certification.**

~~Details of evaluation techniques will be provided during the first day of the program. All evaluations will be consistent with the college grading system.~~

~~\* Students are required to achieve a minimum of 70% in all courses and exams.~~

## Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following **Essential Skills Requirements:** ~~physical and mental characteristics:~~ Physical condition and stamina to meet the demands of the culinary industry **e.g. lift 50lbs.**

**Ability to stand for long periods of time e.g. 5 hours or more**

Good motor skill coordination

Ability to multi-task, with strong and efficient organizational **and time management** skills

**Strong reading, comprehension and study skills**

**Ability to work independently**

**Maturity, interpersonal & communication skills**

Some creativity is an asset

## Courses

### Course List

Code	Title	Credits
<del>CULI-1120</del>	<del>Safety, Sanitation &amp; Equipment</del>	<del>2</del>
<del>CULI-1121</del>	<del>Basic Kitchen Skills</del>	<del>2</del>
<del>CULI-1122</del>	<del>Hot and Cold Sandwiches</del>	<del>2</del>
<del>CULI-1124</del>	<del>Hot &amp; Cold Breakfast Cooking</del>	<del>2</del>
<del>CULI-1125</del>	<del>Kitchen Mgmt &amp; Health Care</del>	<del>1</del>
<del>CULI-1126</del>	<del>Stock, Soup &amp; Sauce Cooking</del>	<del>2</del>

Code	Title	Credits
<del>CULI 1127</del>	<del>Cold Kitchen</del>	<del>1</del>
<del>CULI 1130</del>	<del>Vegetable and Starch Cooking</del>	<del>1</del>
<del>CULI 1131</del>	<del>Meat and Poultry Cooking</del>	<del>1</del>
<del>CULI 1132</del>	<del>Seafood Cooking</del>	<del>1</del>
<del>CULI 1133</del>	<del>Vegetari Entrees, Pasta &amp; Soup</del>	<del>1</del>
<del>CULI 1135</del>	<del>Meat, Poultry, Seafood Cutting</del>	<del>4</del>
<del>CULI 1136</del>	<del>Meat, Poultry, Seafood Cooking</del>	<del>2</del>
<del>CULI 1137</del>	<del>Vegetable, Egg, Starch, Pasta</del>	<del>2</del>
<del>CULI 1140</del>	<del>Baking and Desserts 1</del>	<del>4</del>
<del>CULI 1145</del>	<del>Course CULI 1145 Not Found</del>	<del>4</del>
<del>CULI 1241</del>	<del>Course CULI 1241 Not Found</del>	<del>2</del>
<del>CULI 1242</del>	<del>Course CULI 1242 Not Found</del>	<del>2</del>
<del>CULI 1253</del>	<del>Course CULI 1253 Not Found</del>	<del>1</del>
<del>CULI 1254</del>	<del>Course CULI 1254 Not Found</del>	<del>0.5</del>
<del>CULI 1255</del>	<del>Course CULI 1255 Not Found</del>	<del>1</del>
<del>CULI 1256</del>	<del>Course CULI 1256 Not Found</del>	<del>0.5</del>
<del>CULI 1257</del>	<del>Course CULI 1257 Not Found</del>	<del>1</del>
<del>CULI 1261</del>	<del>Course CULI 1261 Not Found</del>	<del>1</del>
<del>CULI 1262</del>	<del>Course CULI 1262 Not Found</del>	<del>1</del>
<del>CULI 1263</del>	<del>Course CULI 1263 Not Found</del>	<del>1</del>
<del>CULI 1264</del>	<del>Course CULI 1264 Not Found</del>	<del>1</del>
<del>CULI 1270</del>	<del>Course CULI 1270 Not Found</del>	<del>1</del>
<del>CULI 1271</del>	<del>Course CULI 1271 Not Found</del>	<del>1</del>
<del>CULI 1272</del>	<del>Course CULI 1272 Not Found</del>	<del>1</del>
<del>CULI 1273</del>	<del>Course CULI 1273 Not Found</del>	<del>1</del>
<b>ELSK 1018</b>	<b>English for Culinary Arts 1</b>	<b>6</b>
<b>CULI 1501</b>	<b>Kitchen Orientation</b>	<b>5</b>
<b>CULI 1502</b>	<b>Culinary Techniques</b>	<b>4</b>
<b>CULI 1503</b>	<b>Garde Manger &amp; Breakfast</b>	<b>4</b>
<b>ELSK 1028</b>	<b>English for Culinary Arts 2</b>	<b>6</b>
<b>CULI 1504</b>	<b>Baking Techniques</b>	<b>4</b>
<b>CULI 1505</b>	<b>Butchery</b>	<b>4</b>
<b>CULI 1182</b>	<b>Cook Practicum 1-Introductory</b>	<b>2</b>
<b>ELSK 1038</b>	<b>English for Culinary Arts 3</b>	<b>6</b>
<b>CULI 1506</b>	<b>Cook Chill Production Kitchen</b>	<b>4</b>
<b>CULI 1507</b>	<b>Flavour Principles &amp; Menus</b>	<b>1</b>
<b>CULI 1508</b>	<b>Short Order Cafe</b>	<b>4</b>
<b>CULI 1183</b>	<b>Cook Practicum 2 -Advanced</b>	<b>2</b>
Total Credits		52



~~For students requiring English language support, the additional courses are: Program Total Credits for Students Requiring English Language Support: 60~~ This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate

**Course List**

Code	Title	Credits
<del>CUL1128</del>	<del>English for Culinary Arts 1</del>	<del>8</del>
<del>CUL1184</del>	<del>Culinary Arts ESL Practicum 1</del>	<del>2</del>
<del>CUL1185</del>	<del>Culinary Arts ESL Practicum 2</del>	<del>2</del>

Transcript of Achievement

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

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

## Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	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 Grade Standings	Percentage	Description	Grade Point Equivalency

R	Audit. No Credit	N/A <sup>58</sup>
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.

Culinary ESL program requires updating to align with the rest of the Professional Cook 1 programs - and ITA learning outcomes.

Name changed to reflect current practice. Department code changed .

English course divided into 3 new courses, one per term.

Are there any expected costs to this proposal.

Credits have gone from 8 to 18. This will impact cost - EAL English portion may be funded to keep costs down.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Update overdue
Registrar's Office	update PCG requested by Karen Crosset
Other	EAL (ken McMoriss, Helga Mankoff and Carrie Lagget) involved with the changes to the English course

### Additional Information

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# Course Change Request

Date Submitted: 03/18/19 8:35 am

Viewing: **CULI 1182 : Cook Practicum 1**

**Introductory 1-Introductory**

Last edit: 02/04/20 3:47 pm

Changes proposed by: ysukic

Programs  
referencing this  
course

[13: Professional Cook 1 Certificate \(EAL Cohort\)](#)

Course Name:

**Cook Practicum 1-Introductory**

Effective Date: September 2020

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. 03/18/19 12:40 pm  
Collin Gill (cgill):  
Approved for 5401  
Leader
2. 05/09/19 7:51 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 05/22/19 11:40 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Ysabel Sukic</b>	<b>ysukic@vcc.ca</b>	<b>8474</b>

Banner Course Name: Cook Practicum **1 Introductory 1-Introductory**

Subject Code: CULI - Culinary Arts

Course Number: 1182

Year of Study: **1st Year Post-secondary**

Credits: 2

## Course Description:

~~Students After the sixth month of culinary training, students~~ are **placed in their introductory sent to** industry **practicum** positions for a period of two weeks. During this time students are exposed to the daily routine of the basic institutional kitchen while utilizing both their language and culinary skills learned to date. **Students work closely with their instructor and practicum supervisor to develop a work plan.**

~~Students are evaluated by their supervisors in the location of their placement and periodically monitored by their VCC culinary instructor.~~ This course is part of the full-time **Professional Cook 1 Certificate (EAL Cohort) program. Cooking—ESL Program.**

## Course Pre-Requisites (if applicable):

**CULI 1128, CULI 1501, CULI,1502, CULI 1503, CULI 1504, CULI 1505**

## 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>Perform basic kitchen procedures</b>
<b>CLO #2</b>	<b>Communicate using basic kitchen terminology and concepts</b>
<b>CLO #3</b>	<b>Adhere to industry kitchen standards</b>

## Instructional

## Strategies:

**Supervised practicum**

## Evaluation and Grading

---

Grading System:

Satisfactory/Unsatisfactory

Passing grade:

**70%**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Practicum</b>	<b>100</b>	<b>The instructor will work closely with the practicum supervisor to assess student achievement of the work plan</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum **70**

Self Paced / Individual Learning

Course Topics

### Course Topics:

**Kitchen standards and procedures**

**Kitchen communication**

**Teamwork**

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

Date Submitted: 03/18/19 8:40 am

Viewing: **CULI 1183 : Cook Practicum 2 Advanced**

~~Cooking Practicum 2 Advanced~~

Last edit: 02/04/20 3:48 pm

Changes proposed by: ysukic

Programs  
referencing this  
course

[13: Professional Cook 1 Certificate \(EAL Cohort\)](#)

Course Name:

**Cook Practicum 2 -Advanced**

Effective Date: September 2020

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. 03/18/19 12:40 pm  
Collin Gill (cgill):  
Approved for 5401  
Leader
2. 05/09/19 7:50 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 05/22/19 11:40 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Ysabel Sukic</b>	<b>ysukic@vcc.ca</b>	<b>8474</b>

Banner Course Name: **Cook Practicum 2 Advanced** ~~Cooking Practicum 2 Advanced~~

Subject Code: CULI - Culinary Arts

Course Number: 1183

Year of Study: **1st Year Post-secondary**

Credits: 2

**Course Description:**

After **CULI 1508** in ~~the eighth month of~~ culinary training, students return to the industry for an additional two weeks. During this time students further their practical training by joining the staff of advanced institutional and hotel kitchens to further develop their skills and experience the daily routine of these environments. During this time they are evaluated by their supervisors and are periodically monitored by their VCC culinary instructor.

This course is part of the full-time **Professional Cook 1 Certificate (EAL Cohort) program**. ~~Cooking—ESL Program.~~

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

**CULI 1128, CULI 1501, CULI 1502, CULI 1503, CULI 1504, CULI 1505, CULI 1182, CULI 1506, CULI 1507, CULI 1508**

**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>
<b>CLO #1</b>	<b>Perform entry-level kitchen procedures</b>
<b>CLO #2</b>	<b>Communicate using entry-level kitchen terminology and concepts</b>
<b>CLO #3</b>	<b>Adhere to industry kitchen standards</b>

**Instructional****Strategies:**

**Supervised practicum**

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory

Passing grade:

**70%**

**Evaluation Plan:**

Type	Percentage	Brief description of assessment activity
<b>Other</b>	<b>100</b>	<b>Combination of attendance and participation</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum **70**

Self Paced / Individual Learning

Course Topics

### Course Topics:

**Kitchen standards and procedures**

**Kitchen communication**

**Teamwork**

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

Professional Cook 1 EAL



# Course Change Request

Date Submitted: 03/11/19 1:44 pm

Viewing: **ELSK 1018** ~~CUL-1128~~ : English for

## Culinary Arts 1

Last edit: 02/04/20 3:48 pm

Changes proposed by: kmcmorris

Programs  
referencing this  
course

### ELSK 1018:

~~13: Professional Cook 1 Certificate (EAL Cohort)~~

Course Name:

**English for Culinary Arts 1**

Effective Date: September 2020

School/Centre: **Arts & Sciences** ~~Hospitality, Food Studies & Applied Business~~

Department: **EAL (3366)** ~~Culinary Arts (5401)~~

Contact(s)

### In Workflow

1. **5401 Leader**
2. **3366 Leader**
3. **SHP Dean**
4. **SAS Dean**
5. **Curriculum Committee Chair**
6. **EDCO Chair**
7. Records
8. Banner

### Approval Path

1. 03/08/19 1:55 pm  
Nicole Degagne (ndegagne):  
Rollback to Initiator
2. 03/11/19 2:33 pm  
Collin Gill (cgill):  
Approved for 5401 Leader
3. 04/09/19 9:43 am  
Nicole Degagne (ndegagne):  
Approved for 3366 Leader
4. 04/09/19 11:02 am  
Nicole Degagne (ndegagne):  
Approved for SHP Dean
5. 04/10/19 8:56 am  
David Wells (dwells): Approved for SAS Dean
6. 05/22/19 11:40 am  
Todd Rowlatt

66  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmc Morris@vcc.ca	7259

Banner Course      English for Culinary Arts **1**

Name:

Subject Code:      **ELSK - English Language Skills** ~~CULI - Culinary Arts~~

Course Number      **1018** ~~1128~~

Year of Study      1st Year Post-secondary

Credits:            **6** ~~8~~

Course Description:

**This course provides ongoing English language support for learners of English as an additional language as they acquire the skills of a Culinary Arts professional.** ~~This course introduces learners to vocabulary and pronunciation specific to the field of culinary arts.~~ It provides an introduction to the food industry and to the language and communication skills required for success as a cook. Job search strategies and **socio-cultural** ~~sociocultural~~ competencies appropriate to the Canadian workplace will be introduced and practiced. Students receive Foodsafe Level 1 training and prepare for practicum placements in English speaking professional kitchens.

This course is part of the full-time Culinary Arts **program.** ~~progam.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

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

<b>CLO #1</b>	Identify various roles and businesses in the culinary arts industry
<b>CLO #2</b>	<b>Identify</b> <del>Explain general concepts and</del> professional vocabulary specific to culinary arts
<b>CLO #3</b>	Identify <b>and describe</b> culinary ingredients, tools <del>and</del> <del>and</del> equipment
<b>CLO #4</b>	<b>Identify appropriate socio-cultural practices in a culinary arts context</b> <del>Practice professional etiquette</del>
<b>CLO #5</b>	<b>Identify and describe communication skills needed to work in a professional kitchen</b> <del>Participate and communicate as a team member</del>
<b>CLO #6</b>	<b>Identify and apply</b> <del>Use</del> effective study skills to support learning
<b>CLO #7</b>	<b>Identify and describe</b> <del>Use</del> job search skills to <b>seek</b> <del>secure</del> employment
	<del>Practice the principles of FoodSafe Level 1</del>

Instructional

Strategies:

class discussion, role-rehearsals, coaching, and cooperative learning **groups, labs, moodle** ~~groups~~

## Evaluation and Grading

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Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S=70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b> <del>Participation</del>	<b>40</b> <del>30</del>	<b>5-7 Reading and Writing assignments</b> <del>attendance, punctuality, engagement in class activities</del>
<b>Quizzes/Tests</b> <del>Assignments</del>	<b>25</b> <del>20</del>	<b>8-10 Listening and Reading Comprehension, Vocabulary quizzes</b> <del>reading comprehension, written assignments</del>

Type	Percentage	Brief description of assessment activity
<b>Assignments</b> <del>Quizzes/Tests</del>	<b>35</b> <del>10</del>	<b>7-8 oral communication tasks including presentations and role-rehearsals such as clarification, requests, and conflict resolution (socio-cultural competencies)</b> <del>interviewing</del>
<del>Lab Work</del>	<del>20</del>	<del>listening comprehension, pronunciation (language lab)</del>
Assignments	20	oral presentations

## Hours by Learning Environment Type

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Lecture, Seminar, Online

**133** ~~360~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**0**

Practicum

**0**

Self Paced / Individual Learning

**0**

Course Topics

### Course Topics:

Culinary concepts, procedures and vocabulary

Giving and receiving direction

Seeking and providing clarification

Professional and social communication

Common workplace values, beliefs and attitudes

Study skills

Resume ~~and cover letter~~ writing

Job search skills

~~Interview skills~~

**Course Topics:**

Foodsafe Level 1

**Presentation skills****Reflective writing**

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?

No

Primary Proposal

## Additional Information

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Provide any additional information if necessary.

The School, Department, Subject Code and Course Number were changed after meeting with Denis Seremba and Leah St. Louis, as well as correspondence with Dennis Innis, David Wells, Karen Crossett and Ysabel Sukic. The goal is to have the English language courses in this program funded through the ESL government funding, and the changes in course codes and numbers should result in easier identification to meet the criteria for funding. This will also apply to ELSK 1028 and ELSK 1038, also part of this proposal.

Supporting  
documentation:

Reviewer

Comments

**Nicole Degagne (ndegagne) (03/08/19 1:55 pm):** Rollback: Rolled back as requested.

## Marketing Information

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# Course Change Request

## New Course Proposal

Date Submitted: 03/11/19 1:46 pm

Viewing: **ELSK 1028 : English for Culinary Arts 2**

Last edit: 02/04/20 3:49 pm

Changes proposed by: kmcmorris

Programs  
referencing this  
course

[13: Professional Cook 1 Certificate \(EAL Cohort\)](#)

Course Name:

English for Culinary Arts 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

### In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 03/08/19 1:55 pm  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
2. 04/09/19 9:43 am  
Nicole Degagne  
(ndegagne):  
Approved for 3366  
Leader
3. 04/09/19 10:50 am  
David Wells  
(dwells): Approved  
for SAS Dean
4. 05/22/19 11:40 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7259

Banner Course Name: English for Culinary Arts 2

Subject Code: ELSK - English Language Skills

Course Number 1028

Year of Study 1st Year Post-secondary

Credits: 6

#### Course Description:

This course builds upon the communication skills of a Culinary Art professional developed in English for Culinary Arts 1. Learners gain strategies to develop their professional vocabulary, reading skills, writing skills and oral communication skills required for success as a cook. Additional job search strategies and socio-cultural competencies appropriate to the Canadian workplace will be introduced and practiced.

This course is part of the full-time Culinary Arts program.

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 professional vocabulary specific to culinary arts
CLO #2	Identify and describe culinary ingredients, tools, and equipment
CLO #3	Apply appropriate socio-cultural practices in a culinary arts context
CLO #4	Practice effective communication skills needed to work in a professional kitchen
CLO #5	Practice effective study skills to support learning
CLO #6	Practice job search skills to seek employment

Instructional  
Strategies:

class discussion, role-rehearsals, coaching, and cooperative learning groups, labs, Moodle

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S=70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	5-7 Reading and Writing assignments
Quizzes/Tests	25	8-10 Listening and Reading Comprehension, Vocabulary quizzes
Assignments	35	7-8 oral communication tasks including presentations and role-rehearsals such as clarification, requests, and conflict resolution (socio-cultural competencies)

## Hours by Learning Environment Type

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Lecture, Seminar, Online

133

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

0

Practicum

0

Self Paced / Individual Learning

0

Course Topics

### Course Topics:

Culinary concepts, procedures and vocabulary

Giving and receiving direction

Seeking and providing clarification

Professional and social communication



**Course Topics:**

Common workplace values, beliefs and attitudes

Study skills

Resume and cover letter writing

Job search skills

Interview skills

Writing emails

Presentations

Research

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

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Nicole Degagne (ndegagne) (03/08/19 1:55 pm):** Rollback: Rolled back as requested.

# Course Change Request

## New Course Proposal

Date Submitted: 03/11/19 1:51 pm

Viewing: **ELSK 1038 : English for Culinary Arts 3**

Last edit: 02/04/20 3:50 pm

Changes proposed by: kmcmorris

Programs  
referencing this  
course

[13: Professional Cook 1 Certificate \(EAL Cohort\)](#)

Course Name:

English for Culinary Arts 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

### In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 03/08/19 1:56 pm  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
2. 04/09/19 9:43 am  
Nicole Degagne  
(ndegagne):  
Approved for 3366  
Leader
3. 04/09/19 10:51 am  
David Wells  
(dwells): Approved  
for SAS Dean
4. 05/22/19 11:41 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7259

Banner Course Name: English for Culinary Arts 3

Subject Code: ELSK - English Language Skills

Course Number 1038

Year of Study 1st Year Post-secondary

Credits: 6

#### Course Description:

This course continues to develop the English language skills of learners of an additional language in the field of culinary arts and builds on the skills learned in English for Culinary Arts 2. It focuses especially on the communication skills required to communicate effectively as a cook and on the job search skills required to enter the workforce as a culinary arts professional. Students prepare for practicum placements in English-speaking professional kitchens.

This course is part of the full-time Culinary Arts program.

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	Apply professional vocabulary specific to culinary arts
CLO #2	Identify and describe culinary ingredients, tools, and equipment
CLO #3	Integrate appropriate socio-cultural practices into a professional culinary arts context
CLO #4	Demonstrate and apply effective communication needed to work in a professional kitchen
CLO #5	Apply effective study skills to support learning
CLO #6	Apply job search skills to seek employment

## Instructional

## Strategies:

class discussion, role-rehearsals, coaching, and cooperative learning groups, labs, Moodle

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S=70%

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	5-7 Reading and Writing assignments
Quizzes/Tests	25	8-10 Listening and Reading Comprehension, Vocabulary quizzes
Assignments	35	7-8 oral communication tasks including presentations and interviews (socio-cultural competencies)

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

133

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

0

Practicum

0

Self Paced / Individual Learning

0

## Course Topics

Course Topics:
Culinary concepts, procedures and vocabulary
Giving and receiving direction
Seeking and providing clarification
Professional and social communication

**Course Topics:**

Common workplace values, beliefs and attitudes

Study skills

Resume and cover letter writing

Job search skills

Interview skills

Presentations

Entrepreneurship

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

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Nicole Degagne (ndegagne) (03/08/19 1:56 pm):** Rollback: Rolled back as requested.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 11, 2020

**ISSUE:** Revisions to the admission requirements for the Business and Project Management Post Degree Diploma

### BACKGROUND:

The Project Management department is proposing changes to the admission requirements for the Business and Project Management Post Degree Diploma. They propose changing the English Proficiency Requirements for IELTS to an overall score of 6.5 with no band less than 6.0, instead of requiring a writing band score of 6.5 (the overall score is not changing). They are also removing the requirement to have taken a mathematics, pre-calculus, finance or statistics course.

The department does not feel that a 6.5 in Writing is needed for the program; while communication skills are important, there is no particular need for higher proficiency in written English. Math expertise is also less important in project management, where human skills are key. Both written and math skills are taught in the program as well.

### DISCUSSION:

Dennis Innes, Dean of Hospitality, Food Studies & Applied Business, and Mehran Jamshidi, Department Head of Project Management, presented the proposal. They noted that International Education agrees with these changes. The Committee asked about how the impact on student success will be tracked after the change in admission requirements. Dean Innes responded that success data is reviewed on a regular basis and that they do not expect a negative impact. They will re-evaluate if needed.

The proposed effective date is May 2020; the Registrar's Office has no concerns with this timeline.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Business and Project Management Post Degree Diploma program.

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

**DATE:** January 30, 2020

# Program Change Request

Date Submitted: 01/16/20 10:09 am

Viewing: **Business and Project Management Post Degree Diploma**

Last approved: 08/21/19 9:30 am

Last edit: 01/23/20 4:02 pm

Changes proposed by: mjamshidi

## Program Name:

Business and Project Management Post Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: **May 2020** ~~September 2019~~

School/Centre: Hospitality, Food Studies & Applied Business

Department: Business and Project Management (4811)

Contact(s)

## In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

## Approval Path

1. 01/16/20 11:52 am  
Darija Rabadzija (drabadzija): Approved for 4811 Leader
2. 01/16/20 5:12 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 01/23/20 4:03 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Mehran Jamshidi <del>Al Petrone</del>	mjamshidi@vcc.ca apetrone@vcc.ca	604.871.7000-8696 -

## Program Content Guide

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### Purpose

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

### Admission Requirements

~~1. Successful completion of An undergraduate degree from~~ an **undergraduate degree from an** accredited university

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

~~If the degree was not granted from a university in an English speaking country, applicants will be required to have one of the following tests written within the last 24 months: IELTS~~  
~~A minimum 6.5 score overall; 6.5 in writing; and no~~ **IELTS Academic with a minimum overall**  
~~other~~ **score of 6.5, and no other score** (band) less than **6.0, or equivalent, within 6.0 on the last 24 months Academic**

**or**

~~version~~ **OR** ~~TOEFL~~ **An 84 score overall and a minimum score of**  
~~21 in reading, listening, writing and speaking~~ **TOEFL iBT 2. All applicants must demonstrate their**  
~~competence in quantitative and analytical skills~~ **with a minimum overall score grade of 84 and "C" in**  
**a minimum score of 21 in reading, listening, writing, and speaking, mathematics, pre-calculus,**  
**finance, statistics, or equivalent, within accounting at the last 24 months**

~~post-secondary level.~~

### Prior Learning Assessment & Recognition (PLAR)

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



## Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. The program may be delivered over two academic years or in an accelerated format of 16 months.

Regular Delivery Option 1: Students enroll in a September start date and complete the program in two academic years of study.

Accelerated Delivery Option 2: Students enroll in a September or January start date and complete the program in 16 months of accelerated study.

## Program Learning Outcomes

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

Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects.

Manage risks to reduce project uncertainties.

Demonstrate project management skills to optimize the project outcomes.

Adapt project management approaches to meet the specific needs of organizations.

Apply strategies for managing stakeholders' needs and expectations throughout the project lifecycle.

Construct comprehensive project plans that address the goals and objectives of organizations.

Apply critical thinking and problem-solving techniques to make sound business management decisions and recommendations.

Implement effective communication plans to ensure project success.

Utilize change management strategies to support project implementation.

Demonstrate ethical and professional behaviours as a project team member.

Communicate and contribute as a project team member to the overall success of projects.

Apply reflective practices to identify professional development opportunities and enhance lifelong learning.

## Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including: lecture, active learning strategies, online activities, group activities and projects.

Instructional activities require students to be actively engaged and collaborate with other students

Students complete a Capstone Project by the end of the Program.

## Evaluation of Student Learning

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

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

Students must pass all courses (minimum grade of C) in a term before progressing to the next term.

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

## Recommended Characteristics of Students

A strong foundation in mathematics and English.

Motivated and disciplined.

Well-developed analytical and critical thinking skills.

Experienced in word processing and use of spreadsheets

## Courses

### Plan of Study Grid

#### First Year

Term One	Credits
<u><a href="#">MGMT 1001</a></u> Business Mathematics	3
<u><a href="#">MGMT 1002</a></u> The Canadian Economy	3
<u><a href="#">MGMT 1003</a></u> Principles of Management	3
<u><a href="#">MGMT 1004</a></u> Communications in the Canadian Workplace	3
<u><a href="#">MGMT 1007</a></u> Financial Accounting	3
Credits	15

#### Term Two

<u><a href="#">MGMT 1005</a></u> Organizational Behaviour	3
<u><a href="#">MGMT 1006</a></u> Fundamentals of Marketing	3
<u><a href="#">MGMT 1009</a></u> Business Statistics	3
<u><a href="#">MGMT 1011</a></u> Information Technology Management	3
<u><a href="#">MGMT 2014</a></u> Financial Management	3
Credits	15

#### Second Year

#### Term Three

<u><a href="#">MGMT 2021</a></u> Project Management Fundamentals	1.5
<u><a href="#">MGMT 2022</a></u> Project Leadership	3
<u><a href="#">MGMT 2023</a></u> Scope Management	1.5
<u><a href="#">MGMT 2024</a></u> Risk and Procurement Management	3

<b>MGMT 2025</b> Project Scheduling and Cost Management	3
<b>MGMT 2027</b> Integration Management	3
Credits	15
Term Four	
<b>MGMT 2006</b> Business Analysis and Systems Design	3
<b>MGMT 2028</b> Quality and Resource Management	3
<b>MGMT 2029</b> Communication and Stakeholder Management	3
<b>MGMT 2030</b> Capstone	6
Credits	15
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

### Transcript of Achievement

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

Course

## Standing

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

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

This was discussed among the School, Department and IE and and and in order to facilitate the program entry we are proposing to make these changes.

IELTS change:

As long as a student has got a 6.5 overall band score in IELTS, they are good enough to start the program, and they will practice a lot of communication and writing skills before they graduate.

Math:

Project Management is more about soft skills and PM-specific math which will be delivered to the students throughout the program. Limiting the students to register based on this pre-requisite was not the best idea as a project manager or a project coordinator does not necessarily need to know a lot about math at the beginning.

Are there any expected costs to this proposal.

No

Consultations

### Additional Information

Provide any additional information if necessary.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 11, 2020

**ISSUE:** Omnibus Motion for updated Admission Requirements and Prior Learning Assessment & Recognition (PLAR) Format in Program Content Guides

### BACKGROUND:

As a part of the ongoing Curriculum Style Guide project, the working group developed formatting guidelines for program admission requirements and Prior Learning Assessment & Recognition (PLAR) to ensure standardized, consistent language. These guidelines were previously presented to Curriculum Committee and Education Council for discussion and feedback. The updated language for the programs listed below was reviewed and approved by Department Leads and Deans. Minor edits were requested by Curriculum Committee and completed.

### Programs with updated Admission Requirements:

Access to Practical Nursing Diploma	ESL Pathways Advanced Certificate
Acute Care for Health Care Assistants Short Certificate	ESL Pathways Certificate
Architectural Technician Certificate	Executive Assistant Certificate
Asian Culinary Arts Certificate	Fashion Design Production Diploma
Associate of Science Degree	Fashion Merchandising Certificate
Auto Collision and Refinishing Diploma	First-year University Transfer Computing Science and Software Systems Certificate
Auto Collision Repair Technician Certificate	First-year University Transfer Engineering Certificate
Auto Collision Repair Technician Certificate (High School Cohort)	First-year University Transfer Environmental Studies Certificate
Auto Refinishing Prep Technician Certificate	Food Service Careers Certificate
Bachelor of Science Nursing (Advanced Entry)	Gladue Report Writing Certificate
Bachelor of Science Nursing (First Year Entry)	Graphic Design Diploma
Building Manager Certificate	Health Care Assistant Certificate
Business Leadership and Management Certificate	Health Care Assistant Certificate (ESL Cohort)
CAD Technician Short Certificate	Health Unit Coordinator Certificate
Career Awareness Certificate	Jewellery Art and Design Diploma
Civil/Structural Technician Certificate	Leadership Certificate
Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma	Leadership Coaching Associate Certificate
Culinary Arts Diploma	Leadership Coaching Certificate
Deaf and Hard of Hearing Adults Job Readiness Certificate	Legal Administrative Assistant Certificate (Full Time)
Dental Technology Sciences	Makeup Artistry Certificate
Early Childhood Care and Education Certificate	Management Skills for Supervisors Certificate
ECCE Post-Basic Diploma	Medical Device Reprocessing Technician Certificate

Medical Laboratory Assistant Certificate  
 Medical Office Assistant Certificate  
 Medical Transcriptionist Certificate  
 Networking Technology Certificate  
 Occupational/Physical Therapist Assistant Diploma  
 Office Administration Certificate: Administration  
 and Supervision  
 Office Administration Certificate: Legal Office Skills  
 Office Administration Certificate: Medical Office  
 Skills  
 Office Administration Certificate: Record  
 Management Skills  
 Online/eLearning Instruction Certificate  
 Paralegal Certificate  
 Paralegal Diploma  
 Pharmacy Technician Certificate  
 Practical Nursing Diploma

Professional Cook 1 Certificate (ITA Youth Cohort)  
 Professional Cook 1 EAL Cohort  
 Professional Cook 1 Plus Certificate  
 Professional Cook 2 Advanced Certificate  
 Provincial Instructor Diploma Program  
 Renal Dialysis Technician Short Certificate  
 Retail and Hospitality Careers Certificate  
 Sport and Recreation Management Certificate  
 Steel Detailing Technician Certificate  
 Trades Instructor Short Certificate  
 Train the Trainer Short Certificate  
 Transportation Trades Sampler Short Certificate  
 University Transfer Arts Certificate  
 University Transfer Pathway to Health Sciences  
 Certificate  
 University Transfer Science Certificate  
 Wedding and Event Management Certificate

**Programs with updated Prior Learning Assessment & Recognition (PLAR):**

Online/eLearning Instruction Certificate  
 Provincial Instructor Diploma Program  
 Trades Instructor Short Certificate  
 Train the Trainer Short Certificate  
 Associate of Science Degree  
 First-year University Transfer Computing Science  
 and Software Systems Certificate  
 First-year University Transfer Engineering  
 Certificate  
 First-year University Transfer Environmental  
 Studies Certificate  
 University Transfer Pathway to Health Sciences  
 Certificate  
 University Transfer Science Certificate  
 University Transfer Arts Certificate  
 Bachelor of Science Nursing (Advanced Entry)  
 Bachelor of Science Nursing (First Year Entry)  
 Fashion Design Production Certificate  
 Fashion Design Production Diploma

Gladue Report Writing Certificate  
 Makeup Artistry Certificate  
 Networking Technology Certificate  
 Office Administration Certificate: Administration  
 and Supervision  
 Office Administration Certificate: Legal Office  
 Skills  
 Office Administration Certificate: Medical Office  
 Skills  
 Office Administration Certificate: Record  
 Management Skills  
 Medical Office Assistant Certificate  
 Medical Transcriptionist Certificate  
 Architectural Technician Certificate  
 CAD Technician Short Certificate  
 Civil/Structural Technician Certificate  
 Computer Aided Draft (CAD) and Building  
 Information Modelling (BIM) Technician Diploma  
 Steel Detailing Technician Certificate

**RECOMMENDATION:**

THAT Education Council approve the updated Admission Requirements and Prior Learning Assessment & Recognition (PLAR) language for the programs listed above.

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

**DATE:** February 3, 2020

Instructor Ed Admission Requirements		
Program Name	Current Admission Requirements	Updated Admission Requirements
Online/eLearning Instruction Certificate	<p>Please submit the following with the completed Application Form.</p> <ul style="list-style-type: none"> <li>• A non-refundable \$35 application fee</li> <li>• Completion of an instructor education program such as the Provincial Instructor Diploma Program is recommended. Minimum formal preparation and skills include: <ul style="list-style-type: none"> <li>○ PIDP 3210 Curriculum Development (or equivalent course in curriculum development)</li> <li>○ PIDP 3240 Media Enhanced Learning (or equivalent)</li> <li>○ Documentation confirming teaching role or involvement with instruction</li> </ul> </li> </ul>	<p>Please submit the following with the completed Application Form:</p> <ul style="list-style-type: none"> <li>• Completion of an instructor education program, such as the Provincial Instructor Diploma Program, is recommended</li> <li>• Minimum required formal preparation and skills include: <ul style="list-style-type: none"> <li>○ <a href="#">PIDP 3210 Curriculum Development</a>, or equivalent course in curriculum development</li> <li>○ <a href="#">PIDP 3240 Media Enhanced Learning</a>, or equivalent</li> <li>○ Documentation confirming teaching role or involvement with instruction</li> </ul> </li> </ul>
Provincial Instructor Diploma Program	<ul style="list-style-type: none"> <li>• English 11 or Communications 12 with a C-, or equivalent</li> <li>• Evidence of subject matter expertise (diploma, bachelor's degree, trades certification, substantial workplace experience) or departmental approval</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 11 with a minimum 'C-' grade, or equivalent</li> <li><i>or</i></li> <li>○ Communications 12 with a minimum 'C-' grade, or equivalent</li> </ul> </li> <li>• Evidence of subject matter expertise as demonstrated by the following: <ul style="list-style-type: none"> <li>○ Diploma</li> <li>○ Bachelor's degree</li> <li>○ Trades certification</li> <li>○ Substantial workplace experience</li> <li><i>or</i></li> <li>○ Department approval</li> </ul> </li> </ul>
Trades Instructor Short Certificate	<p>English 11 or Communications 12 with a C-, or equivalent.</p> <p>Applicants will be required to have a trade certification and be currently teaching or preparing to teach in a vocational setting, or receive departmental approval.</p>	<ul style="list-style-type: none"> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 11 with a minimum 'C-' grade, or equivalent</li> <li><i>or</i></li> <li>○ Communications 12 with a minimum 'C-' grade, or equivalent</li> </ul> </li> <li>• Applicants will be required to have: <ul style="list-style-type: none"> <li>○ A trade certification</li> <li><i>and</i></li> <li>○ Be currently teaching or preparing to teach in a vocational setting</li> <li><i>or</i></li> <li>○ Receive departmental approval</li> </ul> </li> </ul>
Train the Trainer Short Certificate	<ul style="list-style-type: none"> <li>• English 11 or Communications 12 with a C-, or equivalent</li> <li>• Evidence of subject matter expertise (diploma, bachelor's degree, trades certification, substantial workplace experience) or departmental approval</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 11 with a minimum 'C-' grade, or equivalent</li> <li><i>or</i></li> <li>○ Communications 12 with a minimum 'C-' grade, or equivalent</li> </ul> </li> <li>• Evidence of subject matter expertise as demonstrated by the following: <ul style="list-style-type: none"> <li>○ Diploma</li> <li>○ Bachelor's degree</li> <li>○ Trades certification</li> <li>○ Substantial workplace experience</li> </ul> </li> </ul>

		<p><i>or</i></p> <ul style="list-style-type: none"> <li>○ Department approval</li> </ul>
<b>Arts &amp; Sciences Admission Requirements</b>		
Deaf and Hard of Hearing Adults Job Readiness Certificate	<p>The minimum entry level is Upper Beginner English as assessed by the Department Head or delegate.</p> <p>Each applicant will also have: A successful interview with an instructor and the Department Head.</p> <p>Some basic computer skills:</p> <ul style="list-style-type: none"> <li>● Use a mouse</li> <li>● Be familiar with the keyboard</li> <li>● Use a word processor to write a short letter</li> <li>● Be familiar with email and the Internet</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">VCC Upper Beginner English Assessment</a> as assessed by the department</li> <li>● Basic Computer Skills: <ul style="list-style-type: none"> <li>○ Ability to use a mouse</li> <li>○ Familiarity with the keyboard</li> <li>○ Ability to use a word processor to write a short letter</li> <li>○ Familiarity with email and the Internet</li> </ul> </li> <li>● Successful interview with the department</li> </ul>
ESL Pathways Advanced Certificate	<ul style="list-style-type: none"> <li>● Completion of previous CLB level for the two language skill areas. (e.g. entry into ESL Listening &amp; Speaking 8 requires completion of CLB 7 Listening and Speaking or assessment on a VCC approved CLB placement test indicating competency in CLB 7 Listening and Speaking.)</li> <li>● Students can be enrolled in ESL Reading &amp; Writing at a different level than ESL Speaking &amp; Listening depending on their assessment. The gap between the two courses may not exceed more than one Benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>● Successful completion of previous Canadian Language Benchmark (CLB) level for the two language skill areas <ul style="list-style-type: none"> <li>○ For example, entry into ESL Listening and Speaking 8 requires completion of CLB 7 Listening and Speaking</li> </ul> </li> <li><i>or</i></li> <li>○ Assessment on a VCC approved CLB placement test indicating competency in CLB 7 Listening and Speaking</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>● Students can be enrolled in ESL Reading and Writing at a different level than ESL Speaking and Listening depending on their assessment. The gap between the two courses may not exceed more than one Benchmark level.</li> </ul>
ESL Pathways Certificate	<ul style="list-style-type: none"> <li>● Completion of previous CLB level for the two language skill areas. (e.g. entry into ESL Listening &amp; Speaking 7 requires completion of CLB 6 Listening and Speaking or assessment on a VCC approved CLB placement test indicating competency in CLB 6 Listening and Speaking.)</li> <li>● Students can be enrolled in ESL Reading &amp; Writing at a different level than ESL Speaking &amp; Listening depending on their assessment. The gap between the two courses may not exceed more than one Benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>● Successful completion of previous Canadian Language Benchmark (CLB) level for the two language skill areas <ul style="list-style-type: none"> <li>○ For example, entry into ESL Listening and Speaking 8 requires completion of CLB 7 Listening and Speaking <i>or</i> assessment on a VCC approved CLB placement test indicating competency in CLB 7 Listening and Speaking</li> </ul> </li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>● Students can be enrolled in ESL Reading and Writing at a different level than ESL Speaking and Listening depending on their assessment. The gap between the two courses may not exceed more than one Benchmark level.</li> </ul>
Associate of Science Degree	<p>All students must meet the general University Transfer requirements.</p> <ul style="list-style-type: none"> <li>● Grade 12 graduation or equivalent</li> <li>● English 12 with a C+ or equivalent</li> </ul> <p>Or</p> <p>English language proficiency at an English 12 level</p> <ul style="list-style-type: none"> <li>● Pre-calculus 12 with a B or equivalent</li> </ul> <p>Notes:</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'C+' grade, or equivalent</li> </ul> </li> <li><i>or</i></li> <li>○ <a href="#">English Language Proficiency</a> at a minimum English 12 'C+' level</li> <li>● Pre-calculus 12 with a minimum 'B' grade, or equivalent</li> </ul>



	<p>i) Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Associate degree (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM 1121-Chemistry 1).</p> <p>ii) Specific post-secondary level courses may be used to substitute for high school courses.</p>	<p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Associate degree (for example: prerequisite course Chemistry 12, or equivalent, needs to be successfully completed in order to take CHEM 1121 Chemistry 1). Please see the requirements for each course.</li> <li>Specific post-secondary level courses may be used to substitute for high school courses</li> </ul>
<p>First-year University Transfer Computing Science and Software Systems Certificate</p>	<p>All students must meet the general college entrance requirements.</p> <ul style="list-style-type: none"> <li>Grade 12 graduation or equivalent.</li> <li>English 12 with a 'C+' or greater, or equivalent English Language Proficiency (<a href="http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/">http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/</a>)</li> <li>Precalculus 12 with a B or: <ul style="list-style-type: none"> <li>VCC Math 0983/0993 with a B, or</li> <li>VCC Math 1020 with a C, or,</li> <li>VCC Math Precalculus Assessment Test (MPT) with a 72%.</li> </ul> </li> <li>One of the following: <ul style="list-style-type: none"> <li>Physics 12 with a C+, or VCC Physics 0983/0993, or equivalent, or</li> <li>Chemistry 12 with a C+, or VCC Chemistry 0983/0993, or equivalent, or</li> <li>Biology 12 with a C+, or VCC Biology 0983/0993, or equivalent.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li>Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>English 12 with a minimum 'C+' grade, or equivalent <i>or</i></li> <li><a href="#">English Language Proficiency</a> at a minimum English 12 'C+' level</li> </ul> </li> <li>Knowledge of mathematics demonstrated by <i>one of the following</i>: <ul style="list-style-type: none"> <li>Precalculus 12 with a minimum 'B' grade, or equivalent <i>or</i></li> <li>MATH 0983 and MATH 0993 both with a minimum 'B' grade, or equivalent <i>or</i></li> <li>MATH 1020 with a minimum 'C' grade, or equivalent <i>or</i></li> <li>VCC Math Precalculus Assessment Test (MPT) with a minimum 72%</li> </ul> </li> <li>Knowledge of science demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>Physics 12 with a minimum 'C+' grade <i>or</i> PHYS 0983 and PHYS 0993 both with a minimum 'C+' grade, or equivalent <i>or</i></li> <li>Chemistry 12 with a minimum 'C+' grade, <i>or</i> CHEM 0983 and CHEM 0993 both with a minimum 'C+' grade, or equivalent <i>or</i></li> <li>Biology 12 with a minimum 'C+' grade, <i>or</i> BIOL 0983 and BIOL 0993 both with a minimum 'C+' grade, or equivalent</li> </ul> </li> </ul>
<p>First-year University Transfer Engineering Certificate</p>	<p>All students must meet the general college entrance requirements.</p> <ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent.</li> <li>English 12 with a 'C+' or greater, or equivalent English Language Proficiency (<a href="http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/">www.vcc.ca/applying/registration-services/english-language-proficiency-requirements</a>).</li> <li>Precalculus 12 with a B or: <ul style="list-style-type: none"> <li>VCC Math 0983/0993 with a B, or</li> <li>VCC Math 1020 with a C, or,</li> <li>VCC Math Precalculus Test (MPT) with a 72%.</li> </ul> </li> <li>Physics 12 with a C+, or VCC Physics 0983/0993 with a C+, or equivalent.</li> <li>Chemistry 12 with a C+, or VCC Chemistry 0983/0993 with a C+, or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li>Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>English 12 with a minimum 'C+' grade, or equivalent <i>or</i></li> <li><a href="#">English Language Proficiency</a> at a minimum English 12 'C+' level</li> </ul> </li> <li>Knowledge of mathematics demonstrated by <i>one of the following</i>: <ul style="list-style-type: none"> <li>Precalculus 12 with a minimum 'B' grade, or equivalent <i>or</i></li> <li>MATH 0983 and MATH 0993 with a minimum 'B' grade, or equivalent <i>or</i></li> <li>MATH 1020 with a minimum 'C' grade, or equivalent <i>or</i></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• VCC Math Precalculus Assessment Test (MPT) with a minimum 72%</li> <li>• Physics 12 with a minimum 'C+' grade, <i>or</i> PHYS 0983 and PHYS 0993 both with a minimum 'C+' grade, or equivalent</li> <li>• Chemistry 12 with a minimum 'C+' grade, <i>or</i> CHEM 0983 and CHEM 0993 both with a minimum 'C+' grade, or equivalent</li> </ul>
<p>First-year University Transfer Environmental Studies Certificate</p>	<p>All students must meet the University Transfer general entrance requirements for all three options. All students seeking admission to any of the Environmental Studies Transfer Certificates must also meet the following entrance criteria:</p> <ul style="list-style-type: none"> <li>• English 12 with a minimum 'B' grade or equivalent</li> <li>• Biology 11 and Biology 12 with a minimum 'C+' grade or equivalent</li> <li>• Chemistry 11 with a minimum 'C+' grade or equivalent</li> <li>• Precalculus 11 with a minimum 'C' grade or equivalent</li> <li>• For option C (BSc – Environmental Science), students must meet the following additional admission criteria: <ul style="list-style-type: none"> <li>• Precalculus 12 with a minimum 'B' grade or equivalent</li> <li>• Chemistry 12 with a minimum 'C+' grade or equivalent</li> <li>• Physics 12 with a minimum 'C+' grade or equivalent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English 12 with a minimum 'B' grade, or equivalent</li> <li>• Biology 11 and 12 both with a minimum 'C+' grade, or equivalent</li> <li>• Chemistry 11 with a minimum 'C+' grade, or equivalent</li> <li>• Precalculus 11 with a minimum 'C' grade, or equivalent</li> </ul> <p><b>For Option C (BSc – Environmental Science),</b> students must meet the following <i>additional</i> admission criteria:</p> <ul style="list-style-type: none"> <li>• Precalculus 12 with a minimum 'B' grade, or equivalent</li> <li>• Chemistry 12 with a minimum 'C+' grade, or equivalent</li> <li>• Physics 12 with a minimum 'C+' grade, or equivalent</li> </ul>
<p>University Transfer Pathway to Health Sciences Certificate</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, <a href="#">GED</a> or equivalent. Please provide an official transcript.</li> <li>• English 12 with a 'C+' or greater. For students who do not have English 12 with a C+, the following are recognized equivalencies: <ol style="list-style-type: none"> <li>1. VCC ENGL 1101 or ENGL 1100 or equivalent.</li> <li>2. Language Proficiency Exam (LPI) written within last 2 years, with a 4 overall, 5 minimum in English Usage and a minimum score of 26 in composition. For admission to most courses, you need a score of at least 26 on the Essay section of the test (24 for admission to English 1101). If you have a score of 24 or 25 on this section, you must take ENSK 0902 Writing Skills 12 or ENSK 0926 Writing Skills 12 and ENGL 1100 English 1 concurrently.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'C+' grade, or equivalent</li> <li><i>or</i></li> <li>○ <a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>▪ Successful completion of VCC ENGL 1101 or ENGL 1100, or equivalent</li> <li>▪ IELTS Academic (International English Language Testing System) written within the last 24 months with a minimum overall score of 6.5 with no band lower than 6.0, or equivalent</li> <li><i>or</i></li> <li>▪ <a href="#">TOEFL iBT</a> (Test of English as a Foreign Language Internet-based Test) written within the last 24 months with a minimum score of 82, with minimum scores of 21 in reading and listening and 20 in writing and speaking, or equivalent</li> </ul> </li> </ul> </li> </ul>

	<ol style="list-style-type: none"> <li>3. VCC English Language Assessment (ELA) written within the last 12 months, with a score of 145 overall and a minimum score of 16/20 on the essay portion of the composition section.</li> <li>4. Langara English Test (LET) written within last 2 years with a 4 overall.</li> <li>5. International English Language Testing System (IELTS) written within the last 24 months. Academic version with a minimum 6.5 overall and no score less than 6.0.</li> <li>6. Test of English as a Foreign Language (TOEFL) written within the last 24 months with a score of 82 overall on the Internet based test and minimum scores of 21 in reading and listening and minimum scores of 20 in writing and speaking.</li> </ol> <p>Note: Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Certificate (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM 1121-Chemistry 1).</p>	<ul style="list-style-type: none"> <li>▪ Language Proficiency Exam (LPI) written within the last 24 months with a minimum score of 4, 5 minimum in English Usage and a minimum score of 26 in composition or equivalent. For admission to most courses, a minimum score of 26 on the essay section is required. Applicants who do not meet the requirement will be required to take ENSK 0902 Writing Skills 12 or ENSK 0926 Writing Skills 12 and ENGL 1100 English 1 concurrently</li> <li>▪ <a href="#">VCC English Language Assessment</a> (ELA) written within the last 12 months, with a minimum score of 145 and a minimum score of 16/20 on the essay portion of the composition section, or equivalent</li> <li>▪ Langara English Test (LET) written within last 24 months with a minimum score of 4, or equivalent</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Certificate (for example: prerequisite course Chemistry 12, or equivalent, needs to be successfully completed in order to take CHEM 1121 Chemistry 1)</li> </ul>
University Transfer Science Certificate	<p>All students must meet the general University Transfer requirements.</p> <ul style="list-style-type: none"> <li>• Grade 12 graduation or equivalent</li> <li>• English 12 with a C+ or equivalent</li> </ul> <p>Or</p> <p>English language proficiency at an English 12 level</p> <ul style="list-style-type: none"> <li>• Pre-calculus 12 with a B or equivalent</li> </ul> <p><b>Notes:</b></p> <p>i) Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the UT Science Certificate (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM 1121-Chemistry 1).</p> <p>ii) Specific post-secondary level courses may be used to substitute for high school courses.</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'C+' grade, or equivalent</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>○ <a href="#">English Language Proficiency</a> at a minimum English 12 'C+' level</li> </ul> </li> <li>• Pre-calculus 12 with a minimum 'B' grade, or equivalent</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Certificate (for example: prerequisite course Chemistry 12, or equivalent, needs to be successfully completed in order to take CHEM 1121 Chemistry 1). Please see the requirements for each course.</li> <li>• Specific post-secondary level courses may be used to substitute for high school courses</li> </ul>
University Transfer Arts Certificate	<ol style="list-style-type: none"> <li>1. Grade 12 graduation, GED or equivalent. Please provide an official transcript.</li> <li>2. English 12 with a 'C+' or greater. For students who do not have English 12 with a C+, the following are recognized equivalencies: <ol style="list-style-type: none"> <li>1. VCC ENGL 1101 or ENGL 1100 or equivalent.</li> <li>2. Language Proficiency Exam (LPI) written within last 2 years, with a 4 overall, 5 minimum in English Usage and a minimum score of 26 in composition. For admission to most courses, you need a score of at least 26 on the Essay section of the test (24 for admission to English 1101). If you have a score of 24 or 25 on this section, you must take ENSK 0902 Writing Skills 12 or ENSK 0926 Writing Skills 12 and ENGL 1100 concurrently.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'C+' grade, or equivalent</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>○ <a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>▪ Successful completion of VCC ENGL 1101 or ENGL 1100, or equivalent</li> <li>▪ <a href="#">IELTS Academic</a> (International English Language Testing System) written within the last 24 months with a minimum overall score of 6.5 with no band lower than 6.0, or equivalent</li> </ul> <p>or</p> <li>▪ <a href="#">TOEFL iBT</a> (Test of English as a Foreign Language Internet-based Test) written within the last 24 months with a minimum score of 82, with</li> </li></ul> </li> </ul>

	<ol style="list-style-type: none"> <li>3. VCC English Language Assessment (ELA) written within the last 12 months, with a score of 145 overall and a minimum score of 16/20 on the essay portion of the composition section.</li> <li>4. Langara English Test (LET) written within last 2 years with a 4 overall.</li> <li>5. International English Language Testing System (IELTS) written within the last 24 months. Academic version with a minimum 6.5 overall and no score less than 6.0.</li> <li>6. Test of English as a Foreign Language (TOEFL) written within the last 24 months with a score of 82 overall on the Internet based test and minimum scores of 21 in reading and listening and minimum scores of 20 in writing and speaking.</li> </ol> <p>Note: Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Certificate (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM 1121-Chemistry 1).</p>	<p>minimum scores of 21 in reading and listening and 20 in writing and speaking, or equivalent</p> <ul style="list-style-type: none"> <li>▪ Language Proficiency Exam (LPI) written within the last 24 months with a minimum score of 4, 5 minimum in English Usage and a minimum score of 26 in composition, or equivalent. For admission to most courses, a minimum score of 26 on the essay section is required. Applicants who do not meet the requirement will be required to take ENSK 0902 Writing Skills 12 or ENSK 0926 Writing Skills 12 and ENGL 1100 English 1 concurrently</li> <li>▪ <a href="#">VCC English Language Assessment</a> (ELA) written within the last 12 months, with a minimum score of 145 and a minimum score of 16/20 on the essay portion of the composition section, or equivalent</li> <li>▪ Langara English Test (LET) written within last 24 months with a minimum score of 4, or equivalent</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the Associate degree (for example: prerequisite course Chemistry 12, or equivalent, needs to be successfully completed in order to take CHEM 1121 Chemistry 1). Please see the requirements for each course.</li> </ul>
Career Awareness Certificate	<p>Applicants are required to participate in two (2) screening interviews. The first screening interview with the Student Services Assistant for Students with Disabilities determines the student's suitability for the program according to an admission checklist. If the student is successful in the first interview, they will participate in a second interview with the Career Awareness faculty.</p> <p>Interviews are documented and a checklist is used to determine eligibility.</p> <p>Applicants may be asked to sign a release of information for documentation that may provide the faculty information to support the application.</p> <p>Permission of the Department is required. Admissibility will be based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Diagnosis or history that identifies difficulty with learning.</li> <li>• Comfort and tolerance of an alternative learning environment designed for students with diverse learning needs.</li> <li>• Proven motivation to work and perform tasks without ongoing direct supervision, supported by previous reports or assessments.</li> <li>• Ability and willingness to travel independently to the college and workplace.</li> <li>• A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others.</li> <li>• Independently manage own medication.</li> <li>• Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Admission is based on two (2) screening interviews <ul style="list-style-type: none"> <li>○ The first screening interview is with the CACE Student Services Assistant for Students with Disabilities to determine the applicant's suitability for the program, according to an admission checklist</li> <li>○ If the applicant is successful in the first interview, they will have a second interview with the Career Awareness faculty</li> <li>○ Interviews are documented and a checklist is used to determine eligibility</li> <li>○ Applicants may be asked to sign a release of information so documentation can be provided to faculty to support the application</li> </ul> </li> <li>• Admissibility is based on the following criteria: <ul style="list-style-type: none"> <li>○ Permission of the department</li> <li>○ Diagnosis or history that identifies difficulty with learning</li> <li>○ Comfort and tolerance of an alternative learning environment designed for students with diverse learning needs</li> <li>○ Proven motivation to work and perform tasks without ongoing direct supervision, supported by previous reports or assessments</li> <li>○ Ability and willingness to travel independently to the college and workplace</li> <li>○ A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others</li> <li>○ Independently manage own medication</li> </ul> </li> </ul>

	<p><b>Upon Acceptance:</b>          Applicants should be aware that some practicum placements may require completion of a Criminal Record Check (CRC). In accordance with the Criminal Records Review Act, a Criminal Record Check (CRC) must be completed for all individuals who work with vulnerable adults and/or children. Consult with the department at the start of your program to determine whether or not a CRC will be required.</p>	<ul style="list-style-type: none"> <li>○ Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Applicants should be aware that some practicum placements may require a satisfactory Criminal Record Check through the Ministry of Justice (Vulnerable Sector Search) prior to the practicum placement with children and/or vulnerable adults. Consult with the department at the start of your program to determine whether or not a Criminal Record Check will be required.</li> </ul>
<p>Food Service Careers Certificate</p>	<p>Applicants are required to successfully participate in two (2) interviews. The first screening interview is with the Student Services Assistant for Students with Disabilities, and the second interview includes a hands-on assessment in the teaching kitchen with the Food Service Careers faculty. Interviews are documented and a checklist is used to determine eligibility.</p> <p>Applicants may be asked to sign a release of information for any reports which will provide the faculty information to support the application.</p> <p><i>Interview Screening:</i></p> <ol style="list-style-type: none"> <li>1. Diagnosis or history that identifies difficulty with learning.</li> <li>2. Comfort in an alternative learning environment designed for students with disabilities.</li> <li>3. Previous career exploration that supports training in the food service industry.</li> <li>4. Grade 5 reading level. If an applicant does not have documentation of reading level, an informal reading assessment will be administered to determine their functional reading level. Lesser qualified applicants will be considered with the Department Head's approval.</li> <li>5. Ability and willingness to travel independently to the college and the workplace.</li> <li>6. Emotional and medical stability. A checklist is used to document behaviour, emotional problems, or medical conditions which could significantly impair learning or compromise the safety of the student and/or others.</li> <li>7. Independently manage own medication.</li> <li>8. Demonstrate appropriate personal hygiene, and possess the ability to independently attend to personal care needs.</li> <li>9. The desire and willingness to work in a professional kitchen, and perform tasks in an efficient and timely manner.</li> <li>10. Ability to attend classroom and practicum on a fulltime basis.</li> <li>11. Demonstrate the skills to perform program related tasks with strength and endurance.</li> <li>12. Good finger and hand dexterity for handling food and equipment.</li> </ol> <p><b>Upon Acceptance:</b></p>	<ul style="list-style-type: none"> <li>● Admission is based on two (2) screening interviews:             <ul style="list-style-type: none"> <li>○ The first screening interview is with the CACE Student Services Assistant for students with Disabilities to determine the applicant's suitability for the program, according to an admission checklist.</li> <li>○ If the applicant is successful in the first interview, they will have a second interview with the Food Service Careers faculty, including a hands-on assessment in the teaching kitchen</li> <li>○ Interviews are documented and a checklist is used to determine eligibility</li> <li>○ Applicants may be asked to sign a release of information so documentation can be provided to faculty to support the application</li> </ul> </li> <li>● Admissibility is based on the following criteria:             <ul style="list-style-type: none"> <li>○ Diagnosis or history that identifies difficulty with learning</li> <li>○ Comfort in an alternative learning environment designed for students with diverse learning needs</li> <li>○ Previous career exploration that supports training in the food service industry</li> <li>○ Grade 5 reading level. If an applicant does not have documentation of reading level, an informal reading assessment will be administered to determine their functional reading level; applicants who do not meet the requirement will be considered based on department approval</li> <li>○ Ability and willingness to travel independently to the college and workplace</li> <li>○ A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others</li> <li>○ Independently manage own medication</li> <li>○ Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs</li> <li>○ Desire and willingness to work in a professional kitchen, and perform tasks in an efficient and timely manner</li> <li>○ Ability to attend classroom and practicum on a fulltime basis</li> <li>○ Demonstrate the skills to perform program related tasks with strength and endurance</li> </ul> </li> </ul>

	<p>Applicants should be aware that some practicum placements may require completion of a Criminal Record Check (CRC). In accordance with the Criminal Records Review Act, a Criminal Record Check (CRC) must be completed for all individuals who work with vulnerable adults and/or children. Consult with the department at the start of your program to determine whether or not a CRC will be required.</p>	<ul style="list-style-type: none"> <li>○ Good finger and hand dexterity for handling food and equipment</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Applicants should be aware that some practicum placements may require a satisfactory Criminal Record Check through the Ministry of Justice (Vulnerable Sector Search) prior to the practicum placement with children and/or vulnerable adults. Consult with the department at the start of your program to determine whether or not a Criminal Record Check will be required.</li> </ul>
<p>Retail and Hospitality Careers Certificate</p>	<p>Applicants are required to participate in two (2) screening interviews. The first screening interview with the Student Services Assistant for Students with Disabilities determines the student’s suitability for the program according to an admission checklist. If the student is successful in the first interview, they will participate in a second interview with the Retail and Hospitality Careers faculty. Interviews are documented and a checklist is used to determine eligibility.</p> <p>Applicants may be asked to sign a release of information for documentation that may provide the faculty information to support the application.</p> <p><i>Admission Requirements:</i></p> <ol style="list-style-type: none"> <li>1. Permission of the Department. Admissibility will be based on the following criteria: <ul style="list-style-type: none"> <li>○ Diagnosis or history that identifies difficulty with learning.</li> <li>○ Comfort and tolerance of an alternative learning environment designed for students with disabilities.</li> <li>○ Previous career exploration that supports training in the retail or hospitality sectors.</li> <li>○ Possess a Grade 5 reading level. If applicant does not have documentation of reading level, an informal reading assessment will be administered to determine functional reading level. Lesser qualified applicants will be considered with Department Head’s approval.</li> <li>○ Ability and willingness to travel independently to the college and workplace.</li> <li>○ Emotional and medical stability. A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others.</li> <li>○ Independently manage own medication.</li> <li>○ Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs.</li> <li>○ Willingness to work in the retail and/or hospitality sectors, and perform tasks in an efficient and timely manner.</li> <li>○ Ability to attend classroom and practicum on a fulltime basis, as outlined in the course outline and calendar.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Admission is based on two (2) screening interviews: <ul style="list-style-type: none"> <li>○ The first screening interview is with the CACE Student Services Assistant for students with Disabilities to determine the applicant’s suitability for the program, according to an admission checklist.</li> <li>○ If the applicant is successful in the first interview, they will have a second interview with the Retail and Hospitality Careers faculty, including a hands-on assessment.</li> <li>○ Interviews are documented and a checklist is used to determine eligibility</li> <li>○ Applicants may be asked to sign a release of information so documentation can be provided to faculty to support the application</li> </ul> </li> <li>● Admissibility is based on the following criteria: <ul style="list-style-type: none"> <li>○ Diagnosis or history that identifies difficulty with learning</li> <li>○ Comfort and tolerance in an alternative learning environment designed for students with diverse learning needs</li> <li>○ Previous career exploration that supports training in the retail or hospitality sectors</li> <li>○ Grade 5 reading level. If an applicant does not have documentation of reading level, an informal reading assessment will be administered to determine their functional reading level; applicants who do not meet the requirement will be considered based on department approval</li> <li>○ Ability and willingness to travel independently to the college and workplace</li> <li>○ A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others</li> <li>○ Independently manage own medication</li> <li>○ Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs</li> <li>○ Desire and willingness to work in the retail and/or hospitality sectors, and perform tasks in an efficient and timely manner</li> <li>○ Ability to attend classroom and practicum on a fulltime basis</li> <li>○ Demonstrate the skills and willingness to perform program related tasks with strength and endurance</li> <li>○ Good finger and hand dexterity</li> </ul> </li> </ul> <p><b>Upon Acceptance</b></p>

	<ul style="list-style-type: none"> <li>○ Demonstrate the skills and willingness to perform program related tasks with strength and endurance.</li> <li>○ Good finger and hand dexterity.</li> </ul> <p>Upon Acceptance: Applicants should be aware that some practicum placements may require completion of a Criminal Record Check (CRC). In accordance with the Criminal Records Review Act, a Criminal Record Check (CRC) must be completed for all individuals who work with vulnerable adults and/or children. Consult with the department at the start of your program to determine whether or not a CRC will be required.</p>	<ul style="list-style-type: none"> <li>● Applicants should be aware that some practicum placements may require a satisfactory Criminal Record Check through the Ministry of Justice (Vulnerable Sector Search) prior to the practicum placement with children and/or vulnerable adults. Consult with the department at the start of your program to determine whether or not a Criminal Record Check will be required.</li> </ul>
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**Health Sciences Admission Requirements**

<p>Medical Laboratory Assistant Certificate</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● English 12 with a B, <i>or equivalent and English language proficiency</i></li> <li>● Biology 12 (with a C- or better) or VCC Biology 0983 &amp; 0993 or equivalent</li> <li>● Certified five minute keyboarding test with a typing speed of 40 gross words per minute or higher with a maximum of 5 errors.</li> </ul> <p><b>Upon acceptance:</b></p> <ul style="list-style-type: none"> <li>● A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the <i>Ministry of Justice</i>. 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 with a web link and unique college access code to apply and pay for a Criminal Record Check online</li> <li>● Proof of a negative TB skin test or chest xray <i>Immunization Record</i></li> </ul>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● Knowledge of English demonstrated by the following:             <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'B' grade, or equivalent <i>and</i></li> <li>○ <a href="#">English Language Proficiency as required by the Medical Laboratory Assistant Certificate program</a></li> </ul> </li> <li>● Knowledge of biology demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ Biology 12 with a minimum 'C-' grade, or equivalent <i>or</i></li> <li>○ BIOL 0983 and BIOL 0993 both with a minimum 'C-' grade, or equivalent</li> </ul> </li> <li>● Certified five-minute keyboarding test with a minimum typing speed of 40 gross words per minute with a maximum of five errors</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Criminal Record Check             <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>● TB Screening             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● Immunizations             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> </ul> </li> </ul> </li> </ul>
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<p>Occupational/Physical Therapist Assistant Diploma</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation or equivalent</li> <li>• English 12 with a B or equivalent</li> <li>• <a href="#">Proof of English language proficiency</a></li> <li>• Biology 12 with a C+ or higher, completed within the last 5 years</li> <li>• Completion of a Medical Terminology course with a 70% or higher</li> <li>• 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 (link to form)</li> <li>• Attend a Program Information Session</li> </ul> <p><b>Upon acceptance to the program:</b></p> <ul style="list-style-type: none"> <li>• A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the <a href="#">Ministry of Justice</a>. 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. <b>Applicants to the program are responsible for any costs incurred in the Criminal Record Check.</b></li> <li>• Current (within 6 months) CPR course – Health Care Provider level</li> <li>• 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.</li> <li>• A completed immunization history (forms and more detail obtained per Registrar’s Office)</li> <li>• A completed Immunization Record (<a href="#">click here for the form</a>). Immunizations for the following are strongly recommended, and may be required for practicum placements:             <ul style="list-style-type: none"> <li>○ Diphtheria/Pertussis/Tetanus (DPT)</li> <li>○ Polio</li> <li>○ Measles, Mumps, and Rubella (MMR)</li> <li>○ Hepatitis B</li> </ul> </li> </ul> <p>Influenza (Flu vaccine) - required annually</p>	<ul style="list-style-type: none"> <li>▪ Influenza (annually)</li> <li>▪ Grade 12 graduation, or equivalent</li> <li>▪ Knowledge of English demonstrated by the following:             <ul style="list-style-type: none"> <li>○ English 12 with a minimum ‘B’ grade, or equivalent <i>and</i></li> <li>○ <a href="#">English Language Proficiency as required by the Occupational/Physical Therapist Assistant Diploma program</a></li> </ul> </li> <li>▪ Biology 12 with a minimum ‘C+’ grade completed within the last five years, or equivalent</li> <li>▪ Completion of a Medical Terminology course with a minimum 70%</li> <li>▪ 50 hours of paid or volunteer experience working with people with cognitive, emotional, mental or physical disabilities             <ul style="list-style-type: none"> <li>○ Must be verified by a supervisor, employer or educational institute</li> </ul> </li> <li>▪ Attendance at a Program Information Session</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>▪ Criminal Record Check             <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>▪ Current CPR Health Care Provider (HCP) Level             <ul style="list-style-type: none"> <li>○ Certificate must be issued within the last six months</li> <li>○ CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> </ul> </li> <li>▪ TB Screening*             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>▪ Immunizations*             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul> </li> </ul> </li> </ul> <p>*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</p>
<p>Pharmacy Technician Certificate</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation or equivalent. This is a requirement mandated by the Canadian Council for the Accreditation of Pharmacy Programs (CCAPP).</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent. This is a requirement mandated by the Canadian Council for the Accreditation of Pharmacy Programs (CCAPP)</li> </ul>



- Chemistry 11 or equivalent with a C+ or higher completed within the last ten years
  - Biology 12 or equivalent with a C+ or higher completed within the last ten years
  - Completion of the [VCC Health Sciences Math Assessment](#) scoring 80% or higher
  - Certified keyboarding speed of 40 net words per minute or higher with a maximum of 5 errors
  - Attend a Program Information Session
  - English Language Proficiency (ELP) requirement:
    1. Applicants who have completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution where English is the language of instruction must achieve the following scores on VCC's Adult Basic Education (ABE) Assessments:
      - Reading 60
      - Writing ENGL 0991 level
    2. Applicants who have NOT completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution where English is the language of instruction must achieve the following scores on the Test of English as a Foreign Language (TOEFL) OR the International English Language Testing System (IELTS). Scores are valid for 2 years only.
 

Test of English as a Foreign Language (TOEFL), Internet-based test (iBT)

      - Speaking 23
      - Writing 25
      - Reading 22
      - Listening 21
      - Total: 91

International English Language Testing System (IELTS) Academic test only

      - Speaking 7.0
      - Writing 7.0
      - Reading 6.5
      - Listening 7.5
      - Overall Band: 7.0
- Note: For applicants who have NOT completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution, the National Association of Pharmacy Regulatory Authorities (NAPRA) and the College of Pharmacists of BC only accepts the TOEFL and IELTS as proof of English Language Proficiency. No other evidence, including completion of VCC coursework or other studies in English outside of Canada, or VCC's English Language Assessment will be accepted.
- Upon acceptance:**
- Proof of a negative TB skin test or chest X-ray
  - Criminal Record Check (CRC). Each applicant is responsible for any costs incurred.
- Applicants who have drug-related charges should consult with the Registrar's Office

- [English Language Proficiency](#) as required by the Pharmacy Technician Certificate program\*
- Chemistry 11 with a minimum 'C+' grade within the last 10 years, or equivalent
- Biology 12 with a minimum 'C+' grade within the last 10 years, or equivalent
- Completion of the [VCC Health Sciences Math Assessment](#) with a minimum 80%
- Certified keyboarding speed of minimum 40 gross words per minute with a maximum of five errors
- Attendance at a Program Information Session
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#### Upon Acceptance

- Criminal Record Check
  - In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.
- TB Screening
  - Within six months of the start of the program, students must submit a negative TB skin 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 (Chicken pox)
    - Hepatitis B
    - Influenza (annually)

\*The National Association of Pharmacy Regulatory Authorities (NAPRA) and the College of Pharmacists of BC only accepts the TOEFL and IELTS as proof of English Language Proficiency. No other evidence, including completion of VCC coursework or other studies in English outside of Canada, or VCC's English Language Assessment will be accepted.

	<p>prior to applying to the program. The CRC must be received by the Registrar’s office prior to the first day of class.</p> <ul style="list-style-type: none"> <li>Up-to-date immunizations are highly recommended, and are required for practicum placements.</li> </ul>	
<p>Access to Practical Nursing Diploma</p>	<p>NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those Provincial expectations.</p> <p>All of these requirements must be met.</p> <ul style="list-style-type: none"> <li>Grade 12 graduation or equivalent</li> <li>English 12 with a B or equivalent</li> <li>Successful completion of HCA, RCA, or HS/RCA certificate</li> <li>Pre-Calculus 11 with a C or equivalent or Foundations of Math 11 with a C or equivalent</li> <li>VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%</li> <li>Biology 12 with a C or equivalent</li> <li>NURS 1602 Human Anatomy and Physiology with a grade of 68% or equivalent within the last 3 years</li> <li>600 Hours of work experience, within the last two years, in a care facility where care is provided to a group of Gerontology clients. Work experience must be verified by an official employer letter. Individualized home care experience is not acceptable.</li> <li>Knowledge Assessment Examination with 68%             <ul style="list-style-type: none"> <li>Practicing HCAs, RCAs, HS/RCAs with a certificate from the BC Public Post-Secondary System are exempt from this examination.</li> <li>Practicing HCAs, RCAs, HS/RCAs <b>not</b> from the BC Public Post-Secondary System will be required to take the Knowledge Assessment Exam to validate equivalency to Vancouver Community College's HCA program outcomes. If applicants are unsuccessful on the exam the first time, they may rewrite the exam <b>once</b>.</li> </ul> </li> </ul> <p><b>Proof of English Language Proficiency Requirements:</b>            As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursing program. These requirements can be satisfied through one of the following:</p> <ol style="list-style-type: none"> <li>Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country’s official languages. English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-year calculation.</li> <li>Academic International English Language Testing System (IELTS) with minimum scores of:</li> </ol>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li>Successful completion of <a href="#">VCC’s Health Care Assistant Certificate</a> program, or equivalent</li> <li>English 12 with a minimum ‘B’ grade, or equivalent</li> <li>Knowledge of mathematics demonstrated by <i>both</i> of the following:             <ul style="list-style-type: none"> <li>Pre-calculus 11 with a minimum ‘C’ grade, or Foundations of Math 11 with a minimum ‘C’ grade, or equivalent <i>and</i></li> <li><a href="#">VCC Math Assessment</a> with a minimum 80% grade or <a href="#">MATH 1054 Math for Health Sciences</a> with a minimum 80% grade</li> </ul> </li> <li>Biology 12 with a minimum ‘C’ grade, or equivalent</li> <li><a href="#">NURS 1602 Human Anatomy and Physiology</a> with a minimum 68% grade, or equivalent, completed within the last three years</li> <li>600 hours of work experience completed within the last two years, in a care facility where care is provided to a group of Gerontology clients             <ul style="list-style-type: none"> <li>Work experience must be verified by an official employer letter</li> <li>Individualized home care experience is not acceptable</li> </ul> </li> <li>Knowledge Assessment Examination with a minimum score of 68%             <ul style="list-style-type: none"> <li>Practicing Health Care Assistants or equivalent with a certificate from the B.C. Public Post-secondary System are exempt from this examination</li> <li>Practicing Health Care Assistants or equivalent <i>not</i> from the B.C. Public Post-secondary System are required to take this exam to validate equivalency to VCC’s HCA program outcomes. If applicants are unsuccessful on the exam the first time, they may rewrite the exam <i>once</i>.</li> </ul> </li> <li><a href="#">English Language Proficiency</a> as required for the Access to Practical Nursing program</li> <li>For Internationally Trained Nurses:             <ul style="list-style-type: none"> <li>Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from <a href="#">International Credential Education Service</a> (ICES) in addition to the above admissions requirements. Applicants will be referred to the department to assess eligibility.</li> <li>Internationally trained nurses interested in applying to the program are recommended to meet with the department before applying. Please contact the Practical Nursing Department Head at 604.871.7000 ext 5130.</li> </ul> </li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>Criminal Record Check             <ul style="list-style-type: none"> <li>In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Speaking 7.0</li> <li>○ Listening 7.5</li> <li>○ Reading 6.5</li> <li>○ Writing 7.0</li> <li>○ Overall Band Score 7.0</li> </ul> <p>3. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of (CELBAN is only suitable for those who have studied Nursing in a country other than Canada):</p> <ul style="list-style-type: none"> <li>○ Speaking 8.0</li> <li>○ Listening 10.0</li> <li>○ Reading 8.0</li> <li>○ Writing 7.0</li> </ul> <p><b>Internationally Trained Nurses:</b></p> <ul style="list-style-type: none"> <li>● Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) <a href="https://www.bcit.ca/ices/">https://www.bcit.ca/ices/</a> in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.</li> <li>● Internationally trained nurses interested in applying to the program are recommended to meet with the Department Head before applying. Please contact the Practical Nursing Department Head at 604.871.7000 ext 5130.</li> </ul> <p><b>Upon Acceptance into the program:</b></p> <ul style="list-style-type: none"> <li>● <b>Criminal Record Check:</b> Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record check.</li> <li>● <b>Current CPR Level C:</b> CPR Level C includes the following: <ul style="list-style-type: none"> <li>○ Adult/Child/Baby CPR – one rescuer</li> <li>○ Adult/Child CPR –two rescuer</li> <li>○ Adult/Child/Baby – choking</li> </ul> CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above. Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> <li>● <b>TB skin test:</b> Submission of a recent negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.</li> <li>● <b>Immunization Record:</b> VCC School of Health Sciences Immunization Record must be completed.</li> </ul>	<p>the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</p> <ul style="list-style-type: none"> <li>● <b>Current CPR Level C</b> <ul style="list-style-type: none"> <li>○ CPR Level C includes: <ul style="list-style-type: none"> <li>▪ Adult/Child/Baby CPR – one rescuer</li> <li>▪ Adult/Child CPR – two rescuer</li> <li>▪ Adult/Child/Baby – choking</li> </ul> </li> <li>○ CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.</li> <li>○ CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> </ul> </li> <li>● <b>TB Screening</b> <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● <b>Immunizations</b> <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements: <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul> </li> </ul> </li> <li>● <b>N95 Respiratory Mask</b> <ul style="list-style-type: none"> <li>○ An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.</li> <li>○ 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.</li> <li>○ The original certificate must be presented to the department on the first week of class.</li> </ul> </li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>● Core minimum standards for admission requirements, including English Language Proficiency have been established by the <a href="#">Provincial Practical Nursing Program Curriculum</a>. VCC admission requirements for this program are in addition to those Provincial expectations.</li> <li>● 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.</li> </ul>
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	<p>Immunizations in the following are strongly recommended:</p> <ul style="list-style-type: none"> <li>• Diphtheria/Tetanus/Pertussis</li> <li>• Polio</li> <li>• Measles, Mumps &amp; Rubella</li> <li>• Varicella (Chicken pox)</li> <li>• Hepatitis B</li> <li>• Influenza</li> <li>• <b>Clinical Facilities:</b> <ul style="list-style-type: none"> <li>○ Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.</li> <li>○ Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.</li> </ul> </li> </ul>	
Practical Nursing Diploma	<p><b>NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met.</b></p> <ul style="list-style-type: none"> <li>• BC Grade 12 or equivalent</li> <li>• English 12 with a minimum grade of B or equivalent</li> <li>• Proof of English Language Proficiency Requirements: As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursing program. These requirements can be satisfied through one of the following: <ol style="list-style-type: none"> <li>1. Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country's official languages. English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-year calculation.</li> <li>2. Academic International English Language Testing System (IELTS) with minimum scores of: <ul style="list-style-type: none"> <li>• Speaking 7.0</li> <li>• Listening 7.5</li> <li>• Reading 6.5</li> <li>• Writing 7.0</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• English 12 with a minimum 'B' grade, or equivalent</li> <li>• <a href="#">English Language Proficiency</a> as required by the Practical Nursing Diploma program</li> <li>• Knowledge of mathematics as demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ Pre-Calculus 11 with a minimum 'C' grade, or Foundations of Math 11 with a minimum 'C' grade, or equivalent <i>and one of the following:</i></li> <li>○ VCC Health Sciences Math Assessment with a minimum 80% <i>or</i></li> <li>○ Successful completion of <a href="#">MATH 1054 Math for Health Sciences</a> with a minimum 80%</li> </ul> </li> <li>• Biology 12 with a minimum 'C' grade, or equivalent</li> <li>• NURS 1602 Human Anatomy and Physiology taken in the last three years with a minimum 68%, or equivalent</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>• Criminal Record Check <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>• Current CPR Level C</li> </ul>

- Overall Band Score 7.0
3. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of:
- Speaking 8.0
  - Listening 10.0
  - Reading 8.0
  - Writing 7.0
- \* CELBAN is only suitable for those who have studied Nursing in a country other than Canada
- Pre-Calculus 11 with a minimum grade of C or equivalent or Foundations of Math 11 with a minimum grade of C or equivalent
  - VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%
  - Biology 12 with a minimum grade of C or equivalent
  - NURS 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years
- Upon Acceptance into the program:**
- Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice.
- Applicants to the program will be responsible for any costs incurred in the Criminal Record check.***
- Current CPR Level C – CPR Level C includes the following
    - 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.***
- *Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.*
  - Submission of a recent negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.
  - VCC School of Health Sciences Immunization Record must be completed.
- Immunizations in the following are strongly recommended:
- Diphtheria/Tetanus/Pertussis
  - Polio
  - Measles, Mumps & Rubella
  - Varicella (Chicken pox)
  - Hepatitis B
  - Influenza

- 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
  - Within six months of the start of the program, students must submit a negative TB skin 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 (Chicken pox)
    - Hepatitis B
    - Influenza (annually)
- 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 during the first week of classes

**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) in addition to the above admissions requirements.
- Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.

	<p><b>Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.</b></p> <ul style="list-style-type: none"> <li>Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.</li> </ul> <p>Note: If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service (ICES).</p>	
Bachelor of Science Nursing (Advanced Entry)	<ul style="list-style-type: none"> <li>Graduate of a Practical Nursing Program or equivalent (transcripts required) AND</li> <li>Current Canadian registration as a Licensed Practical Nurse (proof of license required).</li> <li>Worked to full scope of Licensed Practical Nurse practice for a minimum of six months or 900 hours, and within the last five years, as verified by a letter from their employer.</li> <li>Three University Transfer first year courses equivalent to 18.0 credits, which include the following: <ul style="list-style-type: none"> <li>VCC English ENGL 1100 and ENGL 1200 or equivalent with a C+ or better*</li> </ul> OR </li> <li>VCC ENGL 1101/ENGL 1001 and ENGL 1102/ENGL 1002, for students whose first language is not English, and who have entered the PN program with an ELA score or any other second language assessment</li> <li>VCC BIOL 1120 Human Anatomy &amp; Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2, or equivalent within the last five years with a C+ or better</li> <li>Two terms (six credits) of one of the following Humanities courses: Psychology, Sociology, Anthropology, or equivalent with a C+ or better <p><b>Please note:</b> These courses <i>are in addition</i> to the credits of the Bachelor of Science in Nursing Program.</p> </li> <li>Upon successful completion of the University Transfer courses, students will then be eligible to take the 4 Bridging LPN to BScN courses: NURS 1357, NURS 1358, NURS 1359, NURS 1399. These courses are offered together in one term and need to be successfully completed within two years.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service. ICES is located at the British Columbia Institute of Technology campus in Burnaby. You must have a comprehensive</p> </div>	<ul style="list-style-type: none"> <li>Successful completion of <a href="#">VCC's Practical Nursing</a> program, or equivalent</li> <li>Current Canadian registration as a Licensed Practical Nurse, with proof of license</li> <li>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</li> <li>18 credits in first-year level university courses, including: <ul style="list-style-type: none"> <li>English courses: <ul style="list-style-type: none"> <li><a href="#">ENGL 1100</a> and <a href="#">ENGL 1200 both</a> with a minimum 'C+' grade, or equivalent <i>or</i></li> <li><a href="#">ENGL 1101/1001</a> and <a href="#">ENGL 1102/1002</a> all with a minimum 'C+' grade, for students whose first language is not English and who have entered the PN program with an ELA score or any other second language assessment</li> </ul> </li> <li>BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 both with a minimum 'C+' grade, or equivalent, taken within the last five years</li> <li>6 credits of courses with a minimum 'C+' grade in one of the following Humanities or Social Sciences: Psychology, Sociology, Anthropology, or equivalent</li> </ul> </li> <li>Four Bridging LPN to BScN courses. Students are eligible to take these courses after completion of the 18 credits in university-level courses listed above. These courses are offered together in one term and must be successfully completed within two years. The courses are: <ul style="list-style-type: none"> <li><a href="#">NURS 1357 Role Transitions</a></li> <li><a href="#">NURS 1358 Maternal and Newborn Health</a></li> <li><a href="#">NURS 1359 Child Health</a></li> <li><a href="#">NURS 1399 Health Assessment</a></li> </ul> </li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>Criminal Record Check <ul style="list-style-type: none"> <li>In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through</li> </ul> </li> </ul>

evaluation of your education. For information, fee schedules and to request an evaluation application, contact ICES at:  
 International Credential Evaluation Service  
 3700 Willingdon Ave  
 Burnaby, BC V5G 3H2  
 Tel: 604-432-8800 Toll-free: 1-866-434-9197  
 Facsimile: 604-435-7033  
 Website: [www.bcit.ca/ices](http://www.bcit.ca/ices)  
 Email: [icesinfo@bcit.ca](mailto:icesinfo@bcit.ca)

#### Upon Acceptance into the Program

- **Criminal Record Check**

In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General.

Access <http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm> to complete the review request. **Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.**

- **Current CPR Level C** – CPR Level C includes the following

- 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.**

**Please note:** In Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.

- Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.
- An Immunization Record must be completed (forms and more detail obtained per Registrar's Office). Immunizations in the following are *strongly recommended*, and *may be required* for practice placement in the program:
  - Pertussis/Diphtheria/Tetanus
  - Polio
  - Measles, Mumps, and Rubella
  - Hepatitis B
  - Influenza (required on an annual basis)
  - Chicken Pox

**Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**

- **Respiratory Protection**

the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.

- **Current CPR Level C**

- CPR Level C include:
  - 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**

- Within six months of the start of the program, students must submit a negative TB skin 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 (Chicken pox)
  - Hepatitis B
  - Influenza (annually)

- **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.

#### Notes

- Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from [International Credential Education Service](http://www.bcit.ca/ices) (ICES) in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.
- 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.

	<p>Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.</p>	
<p>Bachelor of Science Nursing (First Year Entry)</p>	<ul style="list-style-type: none"> <li>• Three University Transfer first year courses* equivalent to 18.0 credits, which include the following: VCC English 1127 and 1229 or equivalent with a minimum C+ or better in each course OR VCC English 1101 and 1102, for students whose first language is not English, with an ELA score or any other second language assessment</li> <li>• VCC Biology 1120 and 1220 (Human Anatomy &amp; Physiology), or equivalent <i>within the last five years</i> with a minimum C+ or better in each course</li> <li>• Two terms (six credits) of one of the following Humanities/Social Science courses: Psychology, Sociology, Anthropology, or equivalent with a minimum C+ or better in each course.</li> </ul> <p><b>Please Note:</b> These courses <i>are in addition</i> to the full 139 credits of the Bachelor of Science in Nursing Program.</p> <ul style="list-style-type: none"> <li>• Proof of School of Health Science English Language proficiency.</li> <li>• Volunteer experience in a health care setting or employment in a health care field. Volunteer experience will consist of a minimum of 30 hours of volunteer work with adults or children in an acute care, long-term care or community health care agency. A written reference from an employer or volunteer coordinator that reflects the length and nature of the volunteer experience or employment in a health care setting must be submitted.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service. ICES is located at the British Columbia Institute of Technology campus in Burnaby. You must have a comprehensive evaluation of your education. For information, fee schedules and to request an evaluation application, contact ICES at: International Credential Evaluation Service 3700 Willingdon Ave Burnaby, BC V5G 3H2 Tel: 604-432-8800 Toll-free: 1-866-434-9197 Facsimile: 604-435-7033 Website: www.bcit.ca/ices Email: icesinfo@bcit.ca</p> </div> <p><b>Upon acceptance into the program:</b></p>	<ul style="list-style-type: none"> <li>▪ 18 credits in first-year level university courses: <ul style="list-style-type: none"> <li>○ 6 credits in English: <ul style="list-style-type: none"> <li>▪ <a href="#">ENGL 1100</a> and <a href="#">ENGL 1200</a> both with a minimum 'C+' grade, or equivalent <i>or</i></li> <li>▪ <a href="#">ENGL 1101</a> and <a href="#">ENGL 1102</a> both with a minimum 'C+' grade, for students whose first language is not English and who have entered the program with an ELA score or any other second language assessment</li> </ul> </li> <li>○ 6 credits in <a href="#">BIOL 1120 Human Anatomy and Physiology 1</a> and <a href="#">BIOL 1220 Human Anatomy and Physiology 2</a> both with a minimum 'C+' grade, or equivalent, taken within the last five years</li> <li>○ 6 credits of courses with a minimum 'C+' grade in one of the following Humanities or Social Sciences: Psychology, Sociology, Anthropology, or equivalent</li> </ul> </li> <li>▪ <a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ 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 an Additional Language courses are not included in this three-year calculation. <i>or</i></li> <li>○ <a href="#">IELTS</a> (International English Language Testing System) with an overall minimum score of 7.0, and minimum scores of: <ul style="list-style-type: none"> <li>▪ Speaking 7.0</li> <li>▪ Listening 7.5</li> <li>▪ Reading 6.5</li> <li>▪ Writing 7.0 <i>or</i></li> </ul> </li> <li>○ CELBAN (Canadian English Language Benchmarks Assessment for Nurses)* with minimum scores of: <ul style="list-style-type: none"> <li>▪ Speaking 8.0</li> <li>▪ Listening 10.0</li> <li>▪ Reading 8.0</li> <li>▪ Writing 7.0</li> </ul> </li> </ul> </li> <li>▪ Knowledge of mathematics demonstrated by the following: <ul style="list-style-type: none"> <li>○ Pre-Calculus 11 with a minimum 'C' grade, or equivalent <i>or</i></li> </ul> </li> </ul>



- **Criminal Record Check**

Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General. Access [www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm](http://www.pssg.gov.bc.ca/criminal-records-review/apply/index.htm) to complete the review request. **Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.**

- **Current CPR Level C** – CPR Level C includes the following

- 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. Please note:** In Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.

- **Submission of a negative TB skin test.** If the skin test is positive, proof of a negative TB chest x-ray is required.

- **Immunization Record** - must be completed (forms and more detail obtained per Registrar’s Office). Immunizations in the following are strongly recommended, and may be required for practice placement in the program:

- Pertussis/Diphtheria/Tetanus
- Polio
- Measles, Mumps, and Rubella
- Hepatitis B
- Influenza (required on an annual basis)
- Chicken Pox

**Clinical Facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**

- **Respiratory Protection**

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

- Foundations of Math 11 with a minimum ‘C’ grade, or equivalent *and*

- [VCC Health Sciences Math Assessment](#) with a minimum 80% *or* completion of [MATH 1054 Math for Health Sciences](#) with a minimum grade of 80%

- A minimum of 30 hours of volunteer or work experience with adults or children in an acute care, long-term care or community health care agency, verified by a written reference from a volunteer coordinator or employer that details the length and nature of the experience.

\* CELBAN is only suitable for those who have studied nursing in a country other than Canada

#### Upon Acceptance

- **Criminal Record Check**

- In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.

- **Current CPR Level C**

- CPR Level C include:

- 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**

- Within six months of the start of the program, students must submit a negative TB skin 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 (Chicken pox)
- Hepatitis B
- Influenza (annually)

- **N95 Respiratory Mask**

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

		<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The original certificate must be presented to the department on the first day of class.</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>▪ Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from <a href="#">International Credential Education Service</a> (ICES) in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.</li> <li>▪ 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.</li> </ul>
<p>Health Unit Coordinator Certificate</p>	<ul style="list-style-type: none"> <li>● Grade 12 Graduation or equivalent.</li> <li>● Proof of English Language Proficiency: English 12 with a B or equivalent.</li> <li>● Touch typing keyboarding speed of 25 gross words per minute with 5 or less errors.</li> <li>● Entrance exam.*</li> </ul> <p>Upon acceptance, the following will be required:</p> <ul style="list-style-type: none"> <li>● Criminal Record Search.</li> <li>● Respiratory Mask Fit.</li> <li>● Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.</li> <li>● A completed immunization history form (forms and more detail obtained per Registrar's Office).</li> </ul> <p>Immunization in the following is strongly recommended, and may be required for placement in the program practicum:</p> <ul style="list-style-type: none"> <li>● Diphtheria/Tetanus</li> <li>● Polio</li> <li>● Measles, Mumps, and Rubella</li> <li>● Hepatitis B</li> <li>● Pertussis</li> <li>● Influenza (required on an annual basis)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* An invite to attend an information session to take the entrance exam will be sent after proof of English Language Proficiency and Typing test are received.</p> </div>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● <a href="#">English Language Proficiency</a> for the Health Unit Coordinator program: English 12 with a minimum 'B' grade, or equivalent</li> <li>● Touch typing keyboarding speed of minimum 25 gross words per minute with five or less errors</li> <li>● Entrance exam*</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Criminal Record Check             <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>● TB Screening             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● Immunizations             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul> </li> </ul> </li> <li>● N95 Respiratory Mask</li> </ul>

		<ul style="list-style-type: none"> <li>○ An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.</li> <li>○ 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.</li> <li>○ The original certificate must be presented to the department during the first week of classes</li> </ul> <p>*An invitation to attend an information session to take the entrance exam will be sent after the admission requirements are received.</p>
<p>Acute Care for Health Care Assistants Short Certificate</p>	<p>Health Care Assistant Certificate, or equivalent, from a BC Care Aide and Community Health Worker Registry recognized educational institution:  <a href="#">Educational institutions accepted as per the BC Care Aide and Community Health Worker Registry</a></p> <p>An equivalent Health Care Assistant certificate may be submitted to be reviewed by the Continuing Care department leader.</p> <p>Minimum of 800 hours experience as a Health Care Assistant in a complex care facility within the last three years, or its equivalent, as confirmed by a letter from the employer.</p> <ul style="list-style-type: none"> <li>● Current BC Care Aide and Community Health Worker Registry number.</li> <li>● Standard First Aid (Red Cross or St. John Ambulance)</li> <li>● Current CPR level C or HCP certificate</li> </ul> <p>Upon Acceptance:</p> <ul style="list-style-type: none"> <li>● A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the <a href="#">Ministry of Justice</a>. 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.</li> <li>● Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB Chest x-ray is required.</li> <li>● A completed VCC Health Sciences immunization history (forms and more detail obtained per Registrar’s Office).</li> <li>● Immunizations in the following are strongly recommended, and may be required for practice placement in the program:             <ul style="list-style-type: none"> <li>○ Diphtheria/Tetanus</li> <li>○ Pertussis</li> <li>○ Polio</li> <li>○ Measles</li> <li>○ Mumps</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">VCC’s Health Care Assistant Certificate</a>, or equivalent from a <a href="#">BC Care Aide and Community Health Worker Registry</a> recognized educational institution             <ul style="list-style-type: none"> <li>○ An equivalent Health Care Assistant certificate may be submitted for review by the department</li> </ul> </li> <li>● Minimum 800 hours experience as a Health Care Assistant in a complex care facility within the last three years, or equivalent             <ul style="list-style-type: none"> <li>○ Work experience must be verified by an official employer letter</li> </ul> </li> <li>● Current BC Care Aide and Community Health Worker Registry number</li> <li>● Standard First Aid (Red Cross or St. John Ambulance)</li> <li>● <a href="#">Current CPR Level C or HCP Certificate</a> <ul style="list-style-type: none"> <li>○ CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> </ul> </li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Criminal Record Check             <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>● TB Screening             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● Immunizations             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Rubella</li> <li>○ Varicella (Chicken Pox)</li> <li>○ Hepatitis B</li> <li>○ Influenza (Flu vaccine) - required annually</li> </ul> <ul style="list-style-type: none"> <li>● Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes. Please view online list of approved <a href="#">fit test service providers</a>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Influenza (annually)</li> </ul> <ul style="list-style-type: none"> <li>● N95 Respiratory Mask             <ul style="list-style-type: none"> <li>○ An N95 respirator mask that is individually fitted by a trained <a href="#">fit test service providers</a>, following CSA guidelines.</li> <li>○ 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.</li> <li>○ The original certificate must be presented to the department during the first week of class.</li> </ul> </li> </ul>
<p>Health Care Assistant Certificate</p>	<ul style="list-style-type: none"> <li>● All BC Health Care Assistant program applicants are required to demonstrate English language proficiency as set by the BC Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: <a href="https://www.cachwr.bc.ca/Documents/Educators/English-Language-Competency_HCA-Program-Entry_2018.aspx">https://www.cachwr.bc.ca/Documents/Educators/English-Language-Competency_HCA-Program-Entry_2018.aspx</a></li> <li>● English 10 with a passing grade, or equivalent</li> <li>● English Language Proficiency, as required by the <a href="#">BC Care Aide and Community Health Worker Registry</a></li> <li>● Completion of VCC Health Care Assistant Program’s Self-Declaration form. Standard First Aid (Red Cross or St. John Ambulance) <i>including</i> current CPR level C or Health Care Provider CPR</li> <li>● CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> <li>● BC FOODSAFE Certificate Level 1</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Criminal Record Check             <ul style="list-style-type: none"> <li>● In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record check.</li> </ul> </li> <li>● TB Screening             <ul style="list-style-type: none"> <li>● Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● Immunizations</li> </ul>	<p>All BC Health Care Assistant program applicants are required to demonstrate English Language Proficiency, as set by the <a href="#">BC Care Aide and Community Health Worker Registry</a>.</p> <ul style="list-style-type: none"> <li>● English 10 with a passing grade, or equivalent</li> <li>● English Language Proficiency, as required by the <a href="#">BC Care Aide and Community Health Worker Registry</a></li> <li>● Completion of <a href="#">VCC Health Care Assistant Program’s Self-Declaration form</a>.</li> <li>● Standard First Aid (Red Cross or St. John Ambulance) <i>including</i> current CPR level C or Health Care Provider CPR             <ul style="list-style-type: none"> <li>○ CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> </ul> </li> <li>● <a href="#">FOODSAFE Level 1 Certificate</a></li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>● Criminal Record Check             <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>● TB Screening             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● Immunizations             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• An Immunization Record must be completed</li> <li>• Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:             <ul style="list-style-type: none"> <li>• Diphtheria/Tetanus/Pertussis</li> <li>• Polio</li> <li>• Measles, Mumps &amp; Rubella</li> <li>• Varicella (Chicken pox)</li> <li>• Hepatitis B</li> <li>• Influenza (annually)</li> </ul> </li> <li>• N95 Respiratory Mask             <ul style="list-style-type: none"> <li>• An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.</li> <li>• 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.</li> <li>• The original certificate must be presented to the department on the first day of class.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Influenza (annually)</li> <li>• N95 Respiratory Mask             <ul style="list-style-type: none"> <li>○ An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.</li> <li>○ 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.</li> <li>○ The original certificate must be presented to the department on the first day of class</li> </ul> </li> </ul>
<p>Health Care Assistant Certificate (ESL Cohort)</p>	<ul style="list-style-type: none"> <li>• All BC Health Care Assistant program applicants are required to demonstrate English language proficiency as set by the BC Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: <a href="http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx">http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx</a>. Please note the VCC HCA/ESL program requires higher Canadian Language Benchmark Placement Test (CLBPT) scores for admission than are listed in the Registry document. The CLBPT must have been completed within the last six months with a Listening 6, Speaking 6, Reading 6 and Writing 5.</li> <li>• Standard First Aid (Red Cross or St. John Ambulance) including CPR level C or Health Care Provider CPR.</li> <li>• BC Food Safe Certificate Level 1.</li> </ul> <p>Upon Acceptance:</p> <ul style="list-style-type: none"> <li>• A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act through the BC Ministry of Justice.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of English demonstrated by <i>both of the following</i>:             <ul style="list-style-type: none"> <li>○ English Language Proficiency, as required by the <a href="#">BC Care Aide and Community Health Worker Registry</a> and</li> <li>○ Canadian Language Benchmark Placement Test (CLBPT) scores as required by the <a href="#">BC Care Aide and Community Health Worker Registry</a>. <u>The CLBPT must have been completed within the last six months with a Listening 6, Speaking 6, Reading 6 and Writing 5.</u></li> </ul> </li> <li>• Completion of <a href="#">VCC Health Care Assistant Program’s Self-Declaration form</a>.</li> <li>• Standard First Aid (Red Cross or St. John Ambulance) <i>including</i> current CPR level C or Health Care Provider CPR             <ul style="list-style-type: none"> <li>○ CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> </ul> </li> <li>• <a href="#">FOODSAFE Level 1 Certificate</a></li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>• Criminal Record Check</li> </ul>

	<ul style="list-style-type: none"> <li>• A completed immunization history (forms and more detail obtained per Registrar’s Office)</li> <li>• Immunizations in the following are strongly recommended, and may be required for practice placement in the program:             <ul style="list-style-type: none"> <li>○ Diphtheria/Tetanus</li> <li>○ Pertussis</li> <li>○ Polio</li> <li>○ Measles, Mumps, and Rubella</li> <li>○ Varicella (Chicken Pox)</li> <li>○ Hepatitis B</li> <li>○ Influenza (Flu vaccine) – required annually</li> </ul> </li> <li>• Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes. Please view online list of approved fit test service providers. <a href="#">Fit Test Service Providers</a></li> </ul>	<ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> <li>• TB Screening             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>• Immunizations             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul> </li> </ul> </li> <li>• N95 Respiratory Mask             <ul style="list-style-type: none"> <li>○ An N95 respirator mask that is individually fitted by a trained <a href="#">Fit Test Service Provider</a>, following CSA guidelines.</li> <li>○ 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.</li> <li>○ The original certificate must be presented to the department during the first week of classes</li> </ul> </li> </ul>
<p>Dental Technology Sciences</p>	<p>Admission to the Dental Technology Sciences program is on a competitive selection basis.</p> <ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• English 12 with a minimum 'C +' grade, <i>or</i> English Language Proficiency for <a href="#">Dental Technology Sciences</a>, <i>or</i> equivalent. Acceptable tests and score requirements are posted on the VCC Web site. <a href="http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/">http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/</a></li> <li>• Human Biology 12 with a minimum 'C+' grade, or equivalent</li> <li>• Knowledge of science and/or mathematics demonstrated through <i>one</i> of the following:             <ul style="list-style-type: none"> <li>• Chemistry 11 with a minimum 'C+' grade, or equivalent, <i>or</i></li> <li>• Math 11 with a minimum 'C+' grade, or equivalent, <i>or</i></li> <li>• Physics 11 with a minimum 'C+' grade, or equivalent</li> </ul> </li> </ul>	<p>Admission to the Dental Technology Sciences program is on a competitive selection basis.</p> <ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'C+' grade, or equivalent</li> <li><i>or</i></li> <li>○ English Language Proficiency for <a href="#">Dental Technology Sciences</a>, or equivalent. Acceptable tests and score requirements are posted on the <a href="#">VCC Web site</a>.</li> </ul> </li> <li>• Human Biology 12 with a minimum 'C+' grade, or equivalent</li> <li>• Knowledge of science and/or mathematics demonstrated through <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ Chemistry 11 with a minimum 'C+' grade, or equivalent</li> <li><i>or</i></li> <li>○ Math 11 with a minimum 'C+' grade, or equivalent</li> <li><i>or</i></li> <li>○ Physics 11 with a minimum 'C+' grade, or equivalent</li> </ul> </li> </ul>

	<p><b>Selection Process</b></p> <ul style="list-style-type: none"> <li>All qualified candidates who meet the admissions requirements will submit a portfolio demonstrating their aptitude for the Dental Technology profession, per the Dental Tech portfolio submission guidelines.</li> <li>All qualified candidates who meet the admissions requirements will be required to take part in an interview with the department by means of face-to-face or videoconferencing.</li> <li>The top-ranked qualified applicants are offered seats.</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>Current Basic First Aid and CPR-Level C</li> </ul> <p><b>Transfer Credit</b></p> <p>All requests for transfer credits or course exemptions for all courses in the program must be submitted with application to the program. View the Request for Transfer Credit form at <a href="https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/forms/transfer-credit-form.pdf">https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/forms/transfer-credit-form.pdf</a></p> <p>For Internationally Trained Applicants:</p> <ul style="list-style-type: none"> <li>Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from <a href="#">International Credential Education Service (ICES)</a> in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.</li> </ul>	<p><b>Selection Process</b></p> <ul style="list-style-type: none"> <li>All qualified candidates who meet the admissions requirements will submit a portfolio demonstrating their aptitude for the Dental Technology profession, per the Dental Tech portfolio submission guidelines.</li> <li>All qualified candidates who meet the admissions requirements will be required to take part in an interview with the department by means of face-to-face or videoconferencing.</li> <li>The top-ranked qualified applicants are offered seats.</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>Current Basic First Aid and CPR-Level C</li> </ul> <p><b>Transfer Credit</b></p> <ul style="list-style-type: none"> <li>All requests for transfer credits or course exemptions for all courses in the program must be submitted with application to the program. View the Request for Transfer Credit form at <a href="https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/forms/transfer-credit-form.pdf">https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/forms/transfer-credit-form.pdf</a></li> </ul> <p><b>For Internationally Trained Applicants</b></p> <ul style="list-style-type: none"> <li>Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from <a href="#">International Credential Education Service (ICES)</a> in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.</li> </ul>
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**Trades, Technology & Design Admission Requirements**

<p>Graphic Design Diploma</p>	<p>Applications are accepted on a continuous basis throughout the year, and students are admitted on a competitive selection basis. Applicants can apply to meet either the Standard Admission Requirements or the Advanced Admission Requirements for the program.</p> <p><b>A) Standard Admission Requirements (Year 1)</b></p> <ol style="list-style-type: none"> <li>English 12 with a C grade or equivalent.</li> <li>Interview with Selection Committee.</li> </ol> <p>Prior to interview students are required to provide:</p> <ul style="list-style-type: none"> <li>Personal portfolio*</li> <li>Resumé and letter of intent clearly listing reasons for pursuing the diploma*</li> </ul> <p><b>B) Advanced Admission Requirements (Year 2)</b></p> <ol style="list-style-type: none"> <li>Completion of VCC Graphic Design Certificate.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>Completion of Graphic Design Certificate equivalent from another recognized institution as determined by the program Department Head.</li> </ol> <p><b>and</b></p>	<p>Admission is based on a competitive selection process.</p> <p>Applicants can apply to meet either the Standard Admission Requirements or the Advanced Admission Requirements for the program.</p> <ul style="list-style-type: none"> <li><b>Standard Admission Requirement (Year 1)</b> <ul style="list-style-type: none"> <li>English 12 with a minimum 'C' grade, or equivalent</li> <li>Interest in the field as demonstrated by:                             <ul style="list-style-type: none"> <li>Personal portfolio*</li> <li>Resume</li> <li>Letter of intent listing reasons for pursuing the diploma</li> </ul> </li> <li>Interview with Selection Committee</li> </ul> </li> <li><b>Advanced Admission Requirements (Year 2)</b> <ul style="list-style-type: none"> <li>Completion of VCC's <a href="#">Graphic Design Certificate</a> or an equivalent program as determined by the department</li> <li>Interest in the field as demonstrated by:</li> </ul> </li> </ul>
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	<p>Interview with Selection Committee. Prior to interview students are required to provide:</p> <ul style="list-style-type: none"> <li>○ Professional portfolio*</li> <li>○ Resumé and letter of intent, clearly listing reasons for pursuing the diploma*</li> <li>○ Three references from people who have worked with the applicant in a relevant professional environment*</li> </ul> <p>* For further information on the above, please view the <a href="#">Graphic Design Selection Guidelines</a> available on the VCC website.</p>	<ul style="list-style-type: none"> <li>▪ Personal portfolio*</li> <li>▪ Resume</li> <li>▪ Letter of intent listing reasons for pursuing the diploma</li> <li>▪ Three references from people who have worked with the applicant in a relevant professional environment</li> <li>○ Interview with Selection Committee</li> </ul> <p>* For further information, please view the <a href="#">Graphic Design Selection Guidelines</a></p>
<p>Jewellery Art and Design Diploma</p>	<ul style="list-style-type: none"> <li>● Admission to the Jewellery Art and Design program is on a competitive selection basis.</li> <li>● Applicants must have completed Grade 12 or equivalent.</li> <li>● In addition, a selection committee will review the applicant’s portfolio demonstrating artistic ability. The review will be followed by a personal interview.</li> <li>● Portfolio submissions and personal interviews are usually conducted in April of each year.</li> </ul>	<p>Admission is based on a competitive selection process.</p> <ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● Interest in the field as demonstrated by: <ul style="list-style-type: none"> <li>○ Personal portfolio* demonstrating artistic ability and/or hand/eye coordination</li> </ul> </li> <li>● Interview by Selection Committee</li> </ul> <p>* Portfolio submissions and personal interviews are usually conducted in June of each year.</p>
<p>Architectural Technician Certificate</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation or equivalent</li> <li>● English Language Proficiency at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7</li> <li>● Apprenticeship and Workplace Math 11 or equivalent or VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>● Applicants who do not meet the English language requirement may be admitted at the discretion of the Department</li> <li>● Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.</li> </ul> <p>For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with an Advisor. Applicants who have met the above requirements and completed Drafting 11 and 12 in high school can apply for direct entry into Level 2 of the program. VCC CAD Citation graduates may insert into level 2 of the program.</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● <a href="#">English Language Proficiency</a> at a minimum English 12 ‘C’ level</li> <li>● Knowledge of mathematics demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ Workplace Math 11 with a minimum ‘C-’ grade, or equivalent <i>or</i></li> <li>○ <a href="#">VCC Math Assessment</a> with the following scores: <ul style="list-style-type: none"> <li>▪ Basic Arithmetic with a minimum 80% grade <i>and</i></li> <li>▪ Basic Algebra with a minimum 72% grade</li> </ul> </li> </ul> </li> </ul> <p><b>Advanced Entry</b></p> <ul style="list-style-type: none"> <li>● Applicants who have met all of the above requirements and have completed high school Drafting 11 and 12 may, with Department approval, apply for direct entry into Level 2 of the program</li> <li>● Applicants who have successfully completed VCC’s <a href="#">CAD Short Certificate</a> program may insert into Level 2 of the program</li> </ul> <p><b>Notes</b></p> <p>Applicants who do not meet the English language requirement may be admitted at the discretion of the department.</p>
<p>CAD Technician Short Certificate</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation or equivalent.</li> <li>● English Language Proficiency at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7</li> </ul>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● <a href="#">English Language Proficiency</a> at a minimum English 12 ‘C’ level</li> <li>● Knowledge of mathematics demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ Workplace Math 11 with a minimum ‘C-’ grade, or equivalent</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>Apprenticeship and Workplace Math 11 or equivalent or VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>Applicants who do not meet the English language requirement may be admitted at the discretion of the Department</li> <li>Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.</li> </ul> <p>For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with an Advisor. VCC CAD &amp; BIM Technologies Department Technician Certificate students who have successfully completed Level 1 may insert into level 2 of the Citation program.</p>	<p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> <li><a href="#">VCC Math Assessment</a> with the following scores:             <ul style="list-style-type: none"> <li>Basic Arithmetic with a minimum 80% grade</li> </ul> <i>and</i> <ul style="list-style-type: none"> <li>Basic Algebra with a minimum 72% grade</li> </ul> </li> </ul> <p><b>Advanced Entry</b></p> <ul style="list-style-type: none"> <li>Applicants who have met all of the above requirements and have completed high school Drafting 11 and 12 may, with department approval, apply for direct entry into Level 2 of the program.</li> <li>Applicants who have successfully completed Level 1 of VCC's <a href="#">CAD Short Certificate</a> program may insert into Level 2 of the program.</li> </ul> <p><b>Notes</b> Applicants who do not meet the English language requirement may be admitted at the discretion of the department.</p>
<p>Civil/Structural Technician Certificate</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation or equivalent</li> <li>English Language Proficiency at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7</li> <li>Apprenticeship and Workplace Math 11 or equivalent or VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>Applicants who do not meet the English language requirement may be admitted at the discretion of the Department</li> <li>Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.</li> </ul> <p>For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with an Advisor. VCC CAD Citation graduates may insert into level 2 of the program.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li><a href="#">English Language Proficiency</a> at a minimum English 12 'C' level</li> <li>Knowledge of mathematics demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>Workplace Math 11 with a minimum 'C-' grade, or equivalent</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li><a href="#">VCC Math Assessment</a> with the following scores:                 <ul style="list-style-type: none"> <li>Basic Arithmetic with a minimum 80% grade</li> </ul> <i>and</i> <ul style="list-style-type: none"> <li>Basic Algebra with a minimum 72% grade</li> </ul> </li> </ul> </li> </ul> <p><b>Advanced Entry</b></p> <ul style="list-style-type: none"> <li>Applicants who have met all of the above requirements and have completed high school Drafting 11 and 12 may, with department approval, apply for direct entry into Level 2 of the program.</li> <li>Applicants who have successfully completed VCC's <a href="#">CAD Short Certificate</a> program may insert into Level 2 of the program.</li> </ul> <p><b>Notes</b> Applicants who do not meet the English language requirement may be admitted at the discretion of the department.</p>
<p>Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma</p>	<ul style="list-style-type: none"> <li>Architectural, Civil/Structural, or Steel Detailing Technician Certificate granted within the last 4 years.</li> </ul> <p>OR</p> <p>Recent Drafting Technician Certificate (any discipline) with Department Review and Approval.</p>	<ul style="list-style-type: none"> <li>Successful completion within the last four years of one of the following VCC certificates:             <ul style="list-style-type: none"> <li><a href="#">Architectural Technician Certificate</a></li> <li><a href="#">Civil/Structural Technician Certificate</a></li> </ul> <i>or</i> <ul style="list-style-type: none"> <li><a href="#">Steel Detailing Technician Certificate</a></li> </ul> </li> </ul>

		<p><i>or</i></p> <ul style="list-style-type: none"> <li>• A recent Drafting Technician Certificate in any discipline, with department review and approval</li> </ul>
<p>Steel Detailing Technician Certificate</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation or equivalent</li> <li>• English Language Proficiency at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7</li> <li>• Apprenticeship and Workplace Math 11 or equivalent or VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Applicants who do not meet the English language requirement may be admitted at the discretion of the Department</li> <li>• Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.</li> </ul> <p>For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with an Advisor. Applicants who have met the above requirements and completed Drafting 11 and 12 in high school can apply for direct entry into Level 2 of the program. VCC CAD Citation graduates may insert into level 2 of the program.</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• <a href="#">English Language Proficiency</a> at a minimum English 12 'C' level</li> <li>• Knowledge of mathematics demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ Workplace Math 11 with a minimum 'C-' grade or equivalent</li> <li><i>or</i></li> <li>○ <a href="#">VCC Math Assessment</a> with the following scores:                 <ul style="list-style-type: none"> <li>▪ Basic Arithmetic with a minimum 80% grade</li> <li><i>and</i></li> <li>▪ Basic Algebra with a minimum 72% grade</li> </ul> </li> </ul> </li> </ul> <p><b>Advanced Entry</b></p> <ul style="list-style-type: none"> <li>• Applicants who have met all of the above requirements and have completed high school Drafting 11 and 12 may, with Department approval, apply for direct entry into Level 2 of the program.</li> <li>• Applicants who have successfully completed VCC's <a href="#">CAD Short Certificate</a> program may insert into Level 2 of the program.</li> </ul> <p><b>Notes</b></p> <p>Applicants who do not meet the English language requirement may be admitted at the discretion of the department.</p>
<p>Auto Collision and Refinishing Diploma</p>	<ul style="list-style-type: none"> <li>• English 10 or Academic IELTS 5.0 overall (no band less than 4.5) or TOEFL iBT 60 or equivalent</li> <li>• High-school graduation certificate or equivalent</li> <li>• Apprentice and Workplace Math 10 or equivalent</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• Department Leader approval based on relevant trade experience.</li> </ul> <p>Note:</p> <p>Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.</p>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ English 10 with a passing grade, or equivalent</li> <li><i>or</i></li> <li>○ <a href="#">IELTS Academic</a> (International English Language Testing System) with a minimum overall score of 5.0 with no band lower than 4.5, or equivalent</li> <li><i>or</i></li> <li>○ <a href="#">TOEFL iBT</a> (Test of English as a Foreign Language Internet-based Test) with a minimum score of 60, or equivalent</li> </ul> </li> <li>• Apprentice and Workplace Math 10, or equivalent</li> <li><i>or</i></li> <li>• Department approval based on relevant trade experience</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.</li> </ul>
<p>Auto Collision Repair Technician Certificate</p>	<ul style="list-style-type: none"> <li>• English 10 or equivalent; and</li> <li>• Apprentice and Workplace Math 10 or equivalent; or 80% on the VCC Basic Arithmetic Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• English 10 with a passing grade, or equivalent</li> <li>• Knowledge of mathematics demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ Apprentice and Workplace Math 10 with a passing grade, or equivalent</li> </ul> </li> </ul>

	<p>or</p> <ul style="list-style-type: none"> <li>• Department Leader approval based on relevant trade experience will be considered.</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.</li> </ul> <p>High School students may be eligible to for a Youth Train in Trades Program option. For details on this program please refer to the Auto Collision Repair Technician Certificate (High School).</p>	<p>or</p> <ul style="list-style-type: none"> <li>○ <a href="#">VCC Basic Arithmetic Assessment with a minimum 80% grade</a></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Department approval based on relevant trade experience</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.</li> <li>• High School students may be eligible to for a <a href="#">Youth Train in Trades Program</a> option. For details on this program please refer to the <a href="#">Auto Collision Repair Technician Certificate (High School)</a>.</li> </ul>
<p>Auto Collision Repair Technician Certificate (High School Cohort)</p>	<p>Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (<a href="http://youth.itabc.ca/programs/train/">http://youth.itabc.ca/programs/train/</a>).</p> <p>Note:</p> <p>Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.</p>	<ul style="list-style-type: none"> <li>• Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA <a href="#">Youth Train in Trades Program</a> website for details.</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.</li> </ul>
<p>Auto Refinishing Prep Technician Certificate</p>	<p>Applicants may choose to apply to one of two tracks: (1) Foundation Program or (2) Youth Train in Trades (formerly ACE-IT) Program.</p> <p>1. Foundation Program:</p> <ul style="list-style-type: none"> <li>• English 10 or equivalent</li> <li>• Apprentice &amp; Workplace Math 10 or equivalent; or 80% on the VCC Basic Arithmetic Assessment</li> <li>• Science 10 or equivalent</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Department Leader approval based on relevant trade experience will be considered.</li> </ul> <p>2. Youth Train in Trades Program:</p> <ul style="list-style-type: none"> <li>• Applicants do not apply to VCC directly. Interested students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (<a href="http://youth.itabc.ca/programs/train/">http://youth.itabc.ca/programs/train/</a>).</li> </ul> <p>Note:</p> <p>All students must have minimum basic computer skills and access to an internet-connected computer/mobile device.</p>	<p>Applicants may choose to apply to one of two tracks: (1) Foundation Program or (2) Youth Train in Trades (formerly ACE-IT) Program.</p> <p><b>1. Foundation Program</b></p> <ul style="list-style-type: none"> <li>• English 10 with a passing grade, or equivalent</li> <li>• Knowledge of mathematics demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ Apprentice and Workplace Math 10 with a passing grade, or equivalent</li> </ul> </li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>○ <a href="#">VCC Basic Arithmetic Assessment with a minimum 80% grade</a></li> </ul> <ul style="list-style-type: none"> <li>• Science 10 with a passing grade, or equivalent</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Department approval based on relevant trade experience</li> </ul> <p><b>2. Youth Train in Trades Program</b></p> <ul style="list-style-type: none"> <li>• Applicants do not apply to VCC directly. Interested students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA <a href="#">Youth Train in Trades Program</a> website for details</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• All students must have minimum basic computer skills and access to an internet-connected computer/mobile device.</li> </ul>

<p>Transportation Trades Sampler Short Certificate</p>	<p>Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Explore Program website for details (<a href="http://youth.itabc.ca/programs/explore/">http://youth.itabc.ca/programs/explore/</a>).</p> <p>Note: Students will be required to provide safety boots.</p>	<ul style="list-style-type: none"> <li>Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA <a href="#">Youth Train in Trades Program</a> website for details.</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Students will be required to provide safety boots.</li> </ul>
<p><b>Continuing Studies Admission Requirements</b></p>		
<p>Early Childhood Care and Education Certificate</p>	<ul style="list-style-type: none"> <li>High school graduation or equivalent</li> <li>Grade 12 graduation or equivalent</li> <li>Minimum 18 years of age</li> <li><a href="#">English Language Proficiency</a> assessed at English 12 with a minimum 'C'</li> <li>Interview with Selection Committee, in person or by video conference</li> <li>Two letters of recommendation, indicating suitability for the program</li> <li>40 hours of volunteering work in a licensed childcare facility in BC</li> </ul> <p><b>Upon Acceptance:</b></p> <ul style="list-style-type: none"> <li><a href="#">Criminal Record Check (CRC)</a> <ul style="list-style-type: none"> <li>In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for the Criminal Record Check online. The CRC has to be completed prior to the start of the first course.</li> </ul> </li> <li><a href="#">TB Screening</a> <ul style="list-style-type: none"> <li>Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li><a href="#">Immunizations</a> <ul style="list-style-type: none"> <li>A VCC Immunization Record must be completed. Immunizations in the following are <i>strongly recommended</i> and in some cases <i>may be required</i> for practicum placements:                             <ul style="list-style-type: none"> <li>Diphtheria/Tetanus</li> <li>Polio</li> <li>Measles, Mumps &amp; Rubella</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li>Minimum 18 years of age</li> <li><a href="#">English Language Proficiency</a> at a minimum English 12 'C' level</li> <li>Interview with Selection Committee, in person or by video conference</li> <li>Two letters of recommendation, indicating suitability for the program</li> <li>40 hours of volunteering work in a licensed childcare facility in BC</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li><b>Criminal Record Check</b> <ul style="list-style-type: none"> <li>In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check. The Criminal Record Check has to be completed prior to the start of the first course.</li> </ul> </li> <li><b>TB Screening</b> <ul style="list-style-type: none"> <li>Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li><b>Immunizations</b> <ul style="list-style-type: none"> <li>An Immunization Record must be completed</li> <li>Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                             <ul style="list-style-type: none"> <li>Diphtheria/Tetanus/Pertussis</li> <li>Polio</li> <li>Measles, Mumps &amp; Rubella</li> <li>Varicella (Chicken pox)</li> <li>Hepatitis B</li> <li>Influenza (annually)</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Varicella (chicken pox)</li> <li>• Hepatitis B</li> <li>• Influenza</li> </ul>	
<p>ECCE Post-Basic Diploma New name: Early Childhood Care and Education Diploma</p>	<ul style="list-style-type: none"> <li>• There are two entry pathways into the Early Childhood Care and Education Diploma.</li> </ul> <p><b>Year 1 Entry:</b></p> <ul style="list-style-type: none"> <li>• Grade 12 graduation or equivalent</li> <li>• Minimum 18 years of age</li> <li>• <a href="#">English Language Proficiency</a> assessed at English 12 with a minimum ‘C’</li> <li>• Interview with Selection Committee, in person or by video conference</li> <li>• Two letters of recommendation, indicating suitability for the program</li> <li>• 40 hours of volunteering work in a licensed childcare facility in BC</li> </ul> <p><b>Year 2 Entry:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of VCC's <a href="#">Early Childhood Care and Education Certificate</a>, or other approved training program as per BC Ministry of Children and Family Development Early Childhood Education Registry</li> <li>• Grade 12 graduation or equivalent</li> <li>• <a href="#">English Language Proficiency</a> assessed at English 12 with a minimum ‘C’</li> <li>• Interview with Selection Committee, in person or by video conference</li> <li>• Two letters of recommendation, indicating suitability for the program</li> </ul> <p><b>Upon Acceptance:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Criminal Record Check (CRC)</a> <ul style="list-style-type: none"> <li>• In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for the Criminal Record Check online. The CRC has to be completed prior to the start of the first course.</li> </ul> </li> <li>• <a href="#">TB Screening</a> <ul style="list-style-type: none"> <li>• Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> </ul>	<p>There are two entry pathways into the Early Childhood Care and Education Diploma:</p> <p><b>Year 1 Entry</b></p> <ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Minimum 18 years of age</li> <li>• <a href="#">English Language Proficiency</a> at a minimum English 12 ‘C’ level</li> <li>• Interview with Selection Committee, in person or by video conference</li> <li>• Two letters of recommendation, indicating suitability for the program</li> <li>• 40 hours of volunteering work in a licensed childcare facility in BC</li> </ul> <p><b>Year 2 Entry</b></p> <ul style="list-style-type: none"> <li>• Successful completion of VCC's <a href="#">Early Childhood Care and Education Certificate</a> or other approved training program as per BC Ministry of Children and Family Development Early Childhood Education Registry</li> <li>• Grade 12 graduation, or equivalent</li> <li>• <a href="#">English Language Proficiency</a> at a minimum English 12 ‘C’ level</li> <li>• Interview with Selection Committee, in person or by video conference</li> <li>• Two letters of recommendation, indicating suitability for the program</li> </ul> <p><b>Upon Acceptance</b></p> <ul style="list-style-type: none"> <li>• Criminal Record Check <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check. The Criminal Record Check has to be completed prior to the start of the first course.</li> </ul> </li> <li>• TB Screening <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>• Immunizations <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements: <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Immunizations</u> <ul style="list-style-type: none"> <li>• A VCC Immunization Record must be completed. Immunizations in the following are <i>strongly recommended</i> and in some cases <i>may be required</i> for practicum placements:           <ul style="list-style-type: none"> <li>• Diphtheria/Tetanus</li> <li>• Polio</li> <li>• Measles, Mumps &amp; Rubella</li> <li>• Varicella (chicken pox)</li> <li>• Hepatitis B</li> <li>• Influenza</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul>
<p>Fashion Design Production Diploma</p>	<p>Admission is a competitive selection based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• English 12 (C grade), or equivalent</li> <li>• Letter of Intent (500 words or less)</li> <li>• Resume</li> <li>• Two Letters of Reference</li> <li>• Artistic portfolio:           <ul style="list-style-type: none"> <li>○ Two pieces of original artwork with accompanying description</li> <li>○ Sketch book</li> </ul> </li> <li>• Two sewn items</li> <li>• Interview with selection committee</li> <li>• Proficiency in Microsoft Word and Excel (testing to be performed onsite)</li> <li>•</li> </ul> <p>VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to the starting the program.</p>	<p>Admission is a competitive selection based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• English 12 with a minimum 'C' grade, or equivalent</li> <li>• Interest in the program demonstrated by the following:           <ul style="list-style-type: none"> <li>○ Letter of Intent (500 words or less)</li> <li>○ Resume</li> <li>○ Two Letters of Reference</li> </ul> </li> <li>• Artistic portfolio:           <ul style="list-style-type: none"> <li>○ Two pieces of original artwork with accompanying description</li> <li>○ Sketch book</li> <li>○ Two sewn items</li> </ul> </li> <li>• Proficiency in Microsoft Word and Excel, as demonstrated through testing performed onsite</li> <li>• Interview with selection committee</li> </ul> <p>* VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to the starting the program.</p>
<p>Fashion Merchandising Certificate</p>	<p>Grade 12 English or equivalent.</p>	<ul style="list-style-type: none"> <li>• English 12 with a passing grade, or equivalent</li> </ul>
<p>Gladue Report Writing Certificate</p>	<ul style="list-style-type: none"> <li>• English 12 with a C+ or equivalent</li> <li>• Letter of intent</li> <li>• Successful interview with the Program Coordinator based on criteria reflecting the recommended student characteristics</li> </ul> <p>Note: To participate in capstone/practicum you may need security clearance</p>	<ul style="list-style-type: none"> <li>• English 12 with a minimum 'C+' grade, or equivalent</li> <li>• Letter of intent</li> <li>• Successful interview with the department based on criteria reflecting the recommended student characteristics</li> </ul>

		<p><b>Notes</b></p> <ul style="list-style-type: none"> <li>To participate in capstone/practicum you may need security clearance</li> </ul>
Makeup Artistry Certificate	<p>Grade 10 English or equivalent Applicants should be 18 years of age or older and be a graduate of secondary school or equivalent. Applicants who do not meet the program admission requirements may be admitted following a successful interview with the Department leader or representative.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>and</i></li> <li>Minimum 18 years of age</li> <li>Grade 10 English with a passing grade, or equivalent</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Applicants who do not meet the program admission requirements may be admitted following a successful interview with the department</li> </ul>
Business Leadership and Management Certificate	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older, or a secondary school graduate.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul>
Leadership Certificate	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older, or a secondary school graduate.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul>
Leadership Coaching Associate Certificate	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older or a graduate of a secondary school.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul>
Leadership Coaching Certificate	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older or a graduate of a secondary school.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul>
Management Skills for Supervisors Certificate	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older, or a graduate of a secondary school.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul>
Sport and Recreation Management Certificate	<p>Applicants should be 18 years of age or older or a graduate of a secondary school. To be successful in this program, we recommend a minimum of English 12 or equivalent.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>English 12 or equivalent is recommended</li> </ul>
Wedding and Event Management Certificate	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older, or a secondary school graduate.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent <i>or</i></li> <li>Minimum 18 years of age</li> </ul>
Medical Device Reprocessing Technician Certificate	<ul style="list-style-type: none"> <li>Grade 12 graduation or equivalent</li> <li>Proof of English proficiency and English 12 with a 'C+' or equivalent</li> <li>OACP 1108 Medical Terminology 1 or equivalent, taken within the last five years</li> <li>MSKL 1104 Interpersonal Communication Skills - Health or equivalent</li> </ul> <p>Applicants are recommended to attend an MDRT Certificate Information Session.</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li>Knowledge of English demonstrated by the following: <ul style="list-style-type: none"> <li>English 12 with a minimum 'C+' grade, or equivalent <i>and</i></li> <li><a href="#">English Language Proficiency</a> at a minimum English 12 'C+' level</li> </ul> </li> <li><a href="#">OACP 1108 Medical Terminology 1</a>, or equivalent, taken within the last five years</li> </ul>

	<p>Upon acceptance:</p> <ul style="list-style-type: none"> <li>• Criminal Record Check (CRC): In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> <li>• Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.</li> <li>• A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended: <ul style="list-style-type: none"> <li>○ Diphtheria/Tetanus</li> <li>○ Polio</li> <li>○ Measles, Mumps, and Rubella</li> <li>○ Hepatitis B</li> <li>○ Influenza (on an annual basis)</li> </ul> </li> </ul> <p>Chicken Pox</p>	<ul style="list-style-type: none"> <li>• <a href="#">MSKL 1104 Interpersonal Communication Skills – Health</a>, or equivalent</li> <li>• Attendance at an MDRT Information Session is recommended</li> </ul> <p><b>Upon acceptance</b></p> <ul style="list-style-type: none"> <li>• Criminal Record Check <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>• TB Screening <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>• Immunizations <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements: <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul> </li> </ul> </li> </ul>
Renal Dialysis Technician Short Certificate	<ul style="list-style-type: none"> <li>• Grade 12 graduation or equivalent</li> <li>• Proof of English proficiency and English 12 with a 'C+' or equivalent</li> <li>• Biology 12 with a C+, or VCC BIOL 0983/BIOL 0993 with a C+, or equivalent</li> <li>• OACP 1108 Medical Terminology 1: or equivalent, taken within 5 years</li> <li>• MSKL 1104 Interpersonal Communication Skills - Health: or equivalent</li> </ul> <p><b>Upon acceptance, students will also be required to complete the following:</b></p> <ul style="list-style-type: none"> <li>• Criminal Record Check (CRC). In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. 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. Applicants to the program are responsible for any costs incurred in the Criminal Record Check.</li> <li>• Current CPR - Level C</li> <li>• Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.</li> <li>• A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by the following: <ul style="list-style-type: none"> <li>○ English 12 with a minimum 'C+' grade, or equivalent</li> <li>and</li> <li>○ <a href="#">English Language Proficiency</a> at a minimum English 12 'C+' level</li> </ul> </li> <li>• Knowledge of biology demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ Biology 12 with a minimum 'C+' grade, or equivalent</li> <li>or</li> <li>○ BIOL 0983 and 0993 both with a minimum 'C+' grade, or equivalent</li> </ul> </li> <li>• <a href="#">OACP 1108 Medical Terminology 1</a>, or equivalent, taken within the last five years</li> <li>• <a href="#">MSKL 1104 Interpersonal Communication Skills – Health</a>, or equivalent</li> </ul> <p><b>Upon acceptance</b></p> <ul style="list-style-type: none"> <li>• Criminal Record Check <ul style="list-style-type: none"> <li>○ In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.</li> </ul> </li> <li>• Current CPR Level C</li> </ul>



	<ul style="list-style-type: none"> <li>○ Pertussis</li> <li>○ Diphtheria/Tetanus</li> <li>○ Polio</li> <li>○ Measles, Mumps, and Rubella</li> <li>○ Hepatitis B</li> <li>○ Influenza (on an annual basis)</li> </ul> <p>Chicken Pox</p>	<ul style="list-style-type: none"> <li>○ CPR Level C includes:             <ul style="list-style-type: none"> <li>▪ Adult/Child/Baby CPR – one rescuer</li> <li>▪ Adult/Child CPR – two rescuer</li> <li>▪ Adult/Child/Baby – choking</li> </ul> </li> <li>○ CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.</li> <li>○ CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.</li> <li>● TB Screening             <ul style="list-style-type: none"> <li>○ Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.</li> </ul> </li> <li>● Immunizations             <ul style="list-style-type: none"> <li>○ An Immunization Record must be completed</li> <li>○ Immunizations in the following are <i>strongly recommended</i> and in some case <i>may be required</i> for practicum placements:                 <ul style="list-style-type: none"> <li>▪ Diphtheria/Tetanus/Pertussis</li> <li>▪ Polio</li> <li>▪ Measles, Mumps &amp; Rubella</li> <li>▪ Varicella (Chicken pox)</li> <li>▪ Hepatitis B</li> <li>▪ Influenza (annually)</li> </ul> </li> </ul> </li> </ul>
<p>Building Manager Certificate</p>	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be at least 18 years of age or secondary school graduates. The Law and Tenant Relations and Building Service Management courses require a minimum English proficiency of Grade 10 level (English 059). Because these courses cover legal and supervisory topics, strong expression and comprehension skills are required to complete assignments and other written work.</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> <li>● English 10 with a passing grade, or equivalent, for the following courses:             <ul style="list-style-type: none"> <li>○ <a href="#">REAL 1110 Building Service Management</a></li> <li>○ <a href="#">REAL 1101 Law and Tenant Relations</a></li> </ul> </li> </ul>
<p>Networking Technology Certificate</p>	<p>VCC welcomes applications from Canadian citizens and permanent residents. As Vancouver Community College is a post-secondary institution committed to educating adult learners, applicants should be 18 years of age or older or a graduate of a secondary school.</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> </ul>
<p>Office Administration Certificate: Administration and Supervision</p>	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older and a graduate of a secondary school or equivalent.</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> </ul>
<p>Office Administration Certificate: Legal Office Skills</p>	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older and a graduate of a secondary school or equivalent.</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> </ul>
<p>Office Administration Certificate: Medical Office Skills</p>	<p>Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older and a graduate of a secondary school or equivalent.</p>	<ul style="list-style-type: none"> <li>● Grade 12 graduation, or equivalent</li> </ul>

Office Administration Certificate: Record Management Skills	Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be 18 years of age or older and a graduate of a secondary school or equivalent.	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> </ul>
Paralegal Certificate	<ol style="list-style-type: none"> <li>1. Knowledge of the English language, demonstrated by completion of ONE of the following: &lt; &gt;Grade 12 graduation from a Canadian high school, or equivalent, including academic English 12 with at least C+ (64%), or equivalent; OR Completion of an academic English or writing course from a Canadian college or university, or equivalent, with at least C+ (64%); OR Completion of VCC High School Equivalence English courses with a "B" grade or higher; OR English assessment success, including ONE of the following: LET (Langara English Test) with an overall score of 4; OR</li> <li>2. LPI (Language Proficiency Index) with an essay level 4, essay score of at least 22 and a minimum 5 in English usage; OR</li> <li>3. VCC Adult Basic English Reading and Writing Assessment with a minimum score of 60 in Reading, 52 in Writing, and a Writing Sample at 071 placement level; OR</li> <li>4. VCC English Language Assessment with a minimum score of 145 overall, including a minimum score of 16 out of 30 in the essay portion; OR</li> <li>5. IELTS (International English Language Testing System) with 6.5 overall; OR</li> <li>6. TOEFL (Test of English Foreign Language) with 220 minimum overall, a minimum of 5.0 on Essay. If Internet-based, the Reading, Writing, and Listening component must total at least 60. Proof of the above prerequisites (i.e. official transcript or official test results) must be attached to the student's application.</li> <li>7. Confirmation of legal experience, in the form of a letter from employer or official transcript, including:</li> <li>8. At least one year of legal work experience in British Columbia, OR</li> <li>9. Completion of the Legal Administrative Assistant program at VCC or an equivalent institution, OR</li> <li>10. Completion of Office Administration Certificate – Legal Office Skills, OR</li> <li>11. Completion of basic legal course work, such as the Legal Office Skills courses of the Office Administration Certificate Program, PLUS at least one year of office administration experience in or out of British Columbia</li> </ol> <p>Non-program students may enroll in courses at the Program Coordinator's discretion.</p>	<ul style="list-style-type: none"> <li>• Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ Grade 12 graduation including academic English 12 with a minimum 'C+' (64%) grade, or equivalent <i>or</i></li> <li>○ Completion of a recognized academic English or writing course from a Canadian college or university with a minimum 'C+' (64%) grade, or equivalent <i>or</i></li> <li>○ Completion of VCC <a href="#">academic upgrading</a> English 12 with a minimum 'B' grade <i>or</i></li> <li>○ <a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>▪ <a href="#">VCC English Language Assessment</a> with a minimum score of 145 overall including a minimum score of 16 in the essay portion <i>or</i></li> <li>▪ <a href="#">VCC Adult Basic Education (ABE) English Reading and Writing Assessment</a> with a minimum score of 60 in Reading, 52 in Writing, and a Writing Sample at 0991 placement level <i>or</i></li> <li>▪ <a href="#">IELTS</a> (International English Language Testing System) with a minimum score of 6.5 overall <i>or</i></li> <li>▪ <a href="#">TOEFL</a> (Test of English as a Foreign Language) with a minimum score of 220 overall and a minimum essay score of 5. If Internet-based (iBT), the Reading, Writing, and Listening components must total a minimum of 60. <i>or</i></li> <li>▪ <a href="#">LPI</a> (Language Proficiency Index) with a minimum score of 5 in English Usage, an Essay Level 4, and an Essay score of at least 22 <i>or</i></li> <li>▪ <a href="#">LET</a> (Langara English Test) with a minimum overall score of 4</li> </ul> </li> </ul> </li> <li>• Legal experience, confirmed by employer letter or official transcript, demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ At least one year of legal work experience in British Columbia <i>or</i></li> <li>○ Completion of the <a href="#">Legal Administrative Assistant</a> program at VCC or equivalent <i>or</i></li> <li>○ Completion of <a href="#">Office Administration Certificate – Legal Office Skills</a> at VCC <i>or</i></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Completion of basic legal coursework (e.g. Legal Office Skills courses within the VCC's <a href="#">Office Administration Certificate</a> program) <i>plus</i> at least one year of office administration experience. Courses can include: <ul style="list-style-type: none"> <li>▪ OACP 1113 Introduction to Legal Office Program</li> <li>▪ OACP 1114 Civil Litigation</li> <li>▪ OACP 1115 Corporate</li> <li>▪ OACP 1116 Family Law</li> <li>▪ OACP 1117 Conveyancing</li> </ul> </li> </ul>
Paralegal Diploma	<ol style="list-style-type: none"> <li>1. Knowledge of the English language, demonstrated by completion of ONE of the following: <ol style="list-style-type: none"> <li>1. Grade 12 graduation from a Canadian high school, or equivalent, including academic English 12 with at least C+ (64%), or equivalent; OR</li> <li>2. Completion of an academic English or writing course from a Canadian College or University, or equivalent, with at least C+ (64%), or equivalent; OR</li> <li>3. Completion of VCC High School Equivalence English courses with a "B" grade or higher; OR</li> <li>4. English assessment success, including ONE of the following: <ul style="list-style-type: none"> <li>▪ LET 4 (Langara English Test) with an overall score of 4; OR</li> <li>▪ LPI (Language Proficiency Index) with an essay level 4, essay score of at least 22 and a minimum 5 in English usage; OR</li> <li>▪ VCC Adult Basic English Reading and Writing Assessment with a minimum score of 60 in Reading, 52 in Writing, and a Writing Sample at 071 placement level; OR</li> <li>▪ VCC English Language Assessment with a minimum score of 145 overall, including a minimum score of 16 out of 30 in the essay portion; OR</li> <li>▪ IELTS (International English Language Testing System) with 6.5 overall; OR</li> <li>▪ TOEFL (Test of English Foreign Language) with 220 minimum overall, with a minimum of 5.0 on Essay. If Internet-based, the Reading, Writing and Listening component must total at least 60. Proof of the above prerequisites (i.e. official transcript or official test results) must be attached to the student's application.</li> </ul> </li> </ol> </li> <li>2. Confirmation of legal experience, in the form of a letter from employer or official transcript, including: <ul style="list-style-type: none"> <li>○ At least one year of legal work experience in British Columbia, OR</li> <li>○ Completion of the Legal Administrative Assistant program at VCC or an equivalent institution, OR</li> <li>○ Completion of Office Administration Certificate – Legal Office Skills, OR</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ Grade 12 graduation including academic English 12 with a minimum 'C+' (64%) grade, or equivalent <i>or</i></li> <li>○ Completion of a recognized academic English or writing course from a Canadian college or university with a minimum 'C+' (64%) grade, or equivalent <i>or</i></li> <li>○ Completion of VCC academic upgrading English 12 with a minimum 'B' grade <i>or</i></li> <li>○ <a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>▪ <a href="#">VCC English Language Assessment</a> with a minimum score of 145 overall including a minimum score of 16 in the essay portion <i>or</i></li> <li>▪ <a href="#">VCC Adult Basic Education (ABE) English Reading and Writing Assessment</a> with a minimum score of 60 in Reading, 52 in Writing, and a Writing Sample at 0991 placement level <i>or</i></li> <li>▪ <a href="#">IELTS</a> (International English Language Testing System) with a minimum score of 6.5 overall <i>or</i></li> <li>▪ <a href="#">TOEFL</a> (Test of English as a Foreign Language) with a minimum score of 220 minimum overall and a minimum essay score of 5. If Internet-based (iBT), the Reading, Writing, and Listening component must total a minimum of 60. <i>or</i></li> <li>▪ <a href="#">LPI</a> (Language Proficiency Index) with a minimum score of 5 in English Usage, an Essay Level 4, and an Essay Score of at least 22 <i>or</i></li> <li>▪ <a href="#">LET</a> (Langara English Test) with a minimum overall score of 4</li> </ul> </li> </ul> </li> <li>● Legal experience, confirmed by employer letter or official transcript, demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> <li>○ At least one year of legal work experience in British Columbia <i>or</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Completion of basic legal course work, such as the Legal Office Skills courses of the Office Administration Certificate Program, PLUS at least one year of office administration experience in or out of British Columbia</li> </ul> <p>Non-program students may enroll in courses at the Program Coordinator’s discretion.</p>	<ul style="list-style-type: none"> <li>○ Completion of the <a href="#">Legal Administrative Assistant</a> program at VCC or equivalent <i>or</i></li> <li>○ Completion of <a href="#">Office Administration Certificate – Legal Office Skills</a> at VCC <i>or</i></li> <li>○ Completion of basic legal coursework (e.g. Legal Office Skills courses within the VCC’s <a href="#">Office Administration Certificate</a> program) PLUS at least one year of office administration experience. Courses can include:             <ul style="list-style-type: none"> <li>▪ OACP 1113 Introduction to Legal Office Program</li> <li>▪ OACP 1114 Civil Litigation</li> <li>▪ OACP 1115 Corporate</li> <li>▪ OACP 1116 Family Law</li> <li>▪ OACP 1117 Conveyancing</li> </ul> </li> </ul>
<b>Hospitality, Food Studies &amp; Applied Business Admission Requirements</b>		
Asian Culinary Arts Certificate	<ul style="list-style-type: none"> <li>• Foodsafe Level 1 Certificate</li> <li>• Entrance Interview with Department Head</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• VCC Professional Cook 1 Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FOODSAFE Level 1 Certificate</a></li> <li>• Entrance interview with department <i>or</i></li> <li>• Successful completion of VCC’s <a href="#">Professional Cook 1 Certificate</a> program</li> </ul>
Executive Assistant Certificate	<p>Successful completion of:</p> <ul style="list-style-type: none"> <li>• VCC’s Administrative Assistant Program</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• VCC’s Legal Administrative Assistant Program</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Equivalent as determined by the Department Head of the Applied Business Department</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of VCC’s <a href="#">Administrative Assistant</a> program <i>or</i></li> <li>• Successful completion of VCC’s <a href="#">Legal Administrative Assistant</a> program <i>or</i></li> <li>• Equivalent education or industry experience (at the discretion of the department)</li> </ul>
Legal Administrative Assistant Certificate (Full Time)	<p>Successful completion of the Vancouver Community College Administrative Assistant Program or equivalent program completed in the English language; OR</p> <p>Minimum of one year’s administrative assistant experience using MS Word, as demonstrated by the applicant’s resume (with confirmation from an employer, if requested), and the following:</p> <ul style="list-style-type: none"> <li>• A tested keyboarding speed of 50 gross words per minute on a 5-minute test with a maximum of 5 errors</li> <li>• Grade 12 completion or equivalent</li> <li>• English 12 with a C grade, or equivalent</li> </ul> <p>OR</p> <p>English Language Proficiency at an English 12 level</p>	<ul style="list-style-type: none"> <li>• Successful completion of VCC’s <a href="#">Administrative Assistant</a> program, or equivalent <i>or</i></li> <li>• Minimum one year administrative assistant experience using Microsoft Word <i>and</i> all of the following:             <ul style="list-style-type: none"> <li>○ Grade 12 completion, or equivalent</li> <li>○ Knowledge of English demonstrated by <i>one</i> of the following:                 <ul style="list-style-type: none"> <li>▪ English 12 with a minimum ‘C’ grade, or equivalent <i>or</i></li> <li>▪ <a href="#">English Language Proficiency</a> at a minimum English 12 ‘C’ level</li> <li>▪ Tested keyboarding speed of minimum 50 gross words per minute on a five-minute test with maximum five errors</li> </ul> </li> </ul> </li> </ul>
Medical Office Assistant Certificate	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• English 12 with a C+ grade, or <a href="#">English language proficiency</a>, or equivalent</li> <li>• A tested keyboarding speed of a minimum of 25 gross words per minute on a 5-minute test with a maximum of 5 errors using the touch-typing method (using the</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 graduation, or equivalent</li> <li>• Knowledge of English demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>○ English 12 with a minimum ‘C+’ grade, or equivalent <i>or</i></li> <li>○ <a href="#">English Language Proficiency</a> at a minimum English 12 ‘C+’ level</li> </ul> </li> </ul>

appropriate fingers for each key on the keyboard and not looking at your fingers as you type).

Some practicum hosts will require their practicum students to have the following (and it is strongly recommended that all students have the following, for their own protection and the protection of patients):

- Negative TB skin test, or if the skin test is positive, then proof of a negative TB chest X-ray
- An immunization record showing current vaccinations for diphtheria/tetanus, polio, measles/mumps/rubella, hepatitis B, chicken pox, and pertussis
- An immunization record showing a current influenza vaccination
- A properly fitted respiratory mask with a N95 rating, with a valid certificate not more than one year old
- Criminal record check

- Tested keyboarding speed of minimum 25 gross words per minute on a five-minute test with maximum five errors

#### **Note on Practicum Requirements**

Practicums may require, and it is strongly recommended, students obtain the following:

- Criminal Record Check
  - In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.
- Current CPR Level C
  - CPR Level C include:
    - 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
  - Within six months of the start of the program, students must submit a negative TB skin 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 (Chicken pox)
    - Hepatitis B
    - Influenza
- 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.

<p>Medical Transcriptionist Certificate</p>	<ul style="list-style-type: none"> <li>Grade 12 graduation or equivalent</li> <li>English 12 with a B grade or equivalent, or <a href="#">English Language Proficiency</a>, or equivalent</li> <li>Successful completion of a 5-minute keyboarding test with a typing speed of 25 gross words per minute with five errors or less using the touch-typing method (using the appropriate fingers for each key on the keyboard and not looking at your fingers as you type)</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li>English proficiency demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li>English 12 with a minimum 'B' grade, or equivalent</li> <li><i>or</i></li> <li><a href="#">English Language Proficiency</a> at a minimum English 12 'B' level</li> <li>Tested keyboarding speed of minimum 25 gross words per minute on a five-minute test with maximum five errors</li> </ul> </li> </ul>
<p>Professional Cook 1 EAL Cohort</p>	<ul style="list-style-type: none"> <li>Proof of completion of VCC Lower Intermediate English or equivalent, which includes a Canadian Language Benchmark of Listening 5, Speaking 5, Reading 5 and Writing 4; TOEFL: 45; or IELTS: overall 4.5, with no band less than 4.0</li> <li>Math 10 or equivalent</li> </ul> <p>Applicants must be able to physically handle; all seafood including but not limited to fish &amp; shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.</p> <p>Applicants with a VCC Baking &amp; Pastry-ESL Certificate or Baking &amp; Pastry Red Seal Certificate may be exempt from CULI 1504 Baking Techniques.</p> <p>Applicants with a Meat Cutter's Red Seal Certificate may be exempt from CULI 1505 Butchery.</p>	<ul style="list-style-type: none"> <li>Successful completion of <a href="#">VCC Lower Intermediate English</a>, or equivalent, which includes a Canadian Language Benchmark of Listening 5, Speaking 5, Reading 5 and Writing 4</li> <li><i>or</i></li> <li><a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li><a href="#">IELTS</a> (International English Language Testing System) with a minimum overall score of 4.5 with no band lower than 4.0</li> <li><i>or</i></li> <li><a href="#">TOEFL iBT</a> (Test of English as a Foreign Language Internet-based Test) with a minimum score of 45, or equivalent</li> </ul> </li> <li>Math 10 with a passing grade, or equivalent</li> <li><i>or</i></li> <li>Approval of the department</li> </ul> <p><b>Food Handling Requirements</b></p> <ul style="list-style-type: none"> <li>Ability to physically handle all seafood, including but not limited to fish and shellfish</li> <li>Ability to physically handle beef, lamb, pork, and all types of poultry and game</li> <li>Ability to physically handle all dairy products and associated by-products</li> <li>Disclosure of known food allergies</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Applicants with a VCC <a href="#">Baking and Pastry Certificate</a> or Baking and Pastry Red Seal Certificate may be exempt from <a href="#">CULI 1504 Baking Techniques</a></li> <li>Applicants with a Meat Cutter's Red Seal Certificate may be exempt from <a href="#">CULI 1505 Butchery</a></li> </ul>
<p>Culinary Arts Diploma</p>	<ul style="list-style-type: none"> <li>Grade 10 English or equivalent</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Academic IELTS of 5.5 (no band less than 5); TOEFL iBT 68; Canadian Language Benchmark: Listening 7, Speaking 7, Reading 7 and Writing 6</li> <li>Math 10 or equivalent</li> </ul> <p><b>Upon acceptance:</b></p>	<ul style="list-style-type: none"> <li>English 10 with a passing grade, or equivalent</li> <li><i>or</i></li> <li><a href="#">English Language Proficiency</a> demonstrated by <i>one</i> of the following:             <ul style="list-style-type: none"> <li><a href="#">IELTS Academic</a> (International English Language Testing System) with a minimum overall score of 5.5 with no band lower than 5.0</li> <li><i>or</i></li> <li><a href="#">TOEFL iBT</a> (Test of English as a Foreign Language Internet-based Test) with a minimum score of 68, or equivalent</li> </ul> </li> <li>Math 10 with a passing grade, or equivalent</li> </ul> <p><b>Upon Acceptance</b></p>

	<p>The following must be provided to the Culinary Arts Department before the end of CULI 1501 Kitchen Orientation (the first course of the program):</p> <ul style="list-style-type: none"> <li>Valid Food Safe Level 1 Certificate</li> </ul> <p>Applicants must be able to physically handle; all seafood including but not limited to fish &amp; shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.</p> <p>Applicants with a VCC Baking &amp; Pastry Certificate or Baking &amp; Pastry Red Seal Certificate may be exempt from CULI 1504 Baking Techniques.</p> <ul style="list-style-type: none"> <li>Applicants with a Meat Cutter’s Red Seal Certificate may be exempt from CULI 1505 Butchery.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">FOODSAFE Level 1 Certificate</a> must be presented to the department before the end of the first course of the program CULI 1501 Kitchen Orientation</li> </ul> <p><b>Food Handling Requirements</b></p> <ul style="list-style-type: none"> <li>Ability to physically handle all seafood, including but not limited to fish and shellfish</li> <li>Ability to physically handle beef, lamb, pork, and all types of poultry and game</li> <li>Ability to physically handle all dairy products and associated by-products</li> <li>Disclosure of known food allergies</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Applicants with a VCC <a href="#">Baking and Pastry Certificate</a> or Baking and Pastry Red Seal Certificate may be exempt from <a href="#">CULI 1504 Baking Techniques</a></li> <li>Applicants with a Meat Cutter’s Red Seal Certificate may be exempt from <a href="#">CULI 1505 Butchery</a></li> </ul>
<p>Professional Cook 1 Certificate (ITA Youth Cohort)</p>	<ul style="list-style-type: none"> <li>English 10 or equivalent</li> <li>Math 10 or equivalent</li> <li>Valid Food Safe Level 1 Certificate</li> </ul> <p>Applicants must be able to physically handle; all seafood including but not limited to fish &amp; shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.</p>	<ul style="list-style-type: none"> <li>English 10 with a passing grade, or equivalent</li> <li>Math 10 with a passing grade, or equivalent</li> <li><a href="#">FOODSAFE Level 1 Certificate</a></li> </ul> <p><b>Food Handling Requirements</b></p> <ul style="list-style-type: none"> <li>Ability to physically handle all seafood, including but not limited to fish and shellfish</li> <li>Ability to physically handle beef, lamb, pork, and all types of poultry and game</li> <li>Ability to physically handle all dairy products and associated by-products</li> <li>Disclosure of known food allergies</li> </ul>
<p>Professional Cook 1 Plus Certificate I</p>	<ul style="list-style-type: none"> <li>English 10 or equivalent</li> <li>Math 10 or equivalent</li> <li>Valid Food Safe Level 1 Certificate</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Department Head Approval</li> </ul> <p>Applicants must be able to physically handle; all seafood including but not limited to fish &amp; shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.</p> <p>Applicants with a VCC Baking &amp; Pastry Certificate or Baking &amp; Pastry Red Seal Certificate may be exempt from CULI 1504 Baking Techniques.</p>	<ul style="list-style-type: none"> <li>English 10 with a passing grade, or equivalent</li> <li>Math 10 with a passing grade, or equivalent</li> <li><a href="#">FOODSAFE Level 1 Certificate</a></li> <li>or</li> <li>Approval of the department</li> </ul> <p><b>Food Handling Requirements</b></p> <ul style="list-style-type: none"> <li>Ability to physically handle all seafood, including but not limited to fish and shellfish</li> <li>Ability to physically handle beef, lamb, pork, and all types of poultry and game</li> <li>Ability to physically handle all dairy products and associated by-products</li> <li>Disclosure of known food allergies</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Applicants with a VCC <a href="#">Baking and Pastry Certificate</a> or Baking and Pastry Red Seal Certificate may be exempt from <a href="#">CULI 1504 Baking Techniques</a></li> <li>Applicants with a Meat Cutter’s Red Seal Certificate may be exempt from <a href="#">CULI 1505 Butchery</a></li> </ul>

	<ul style="list-style-type: none"> <li>Applicants with a Meat Cutter's Red Seal Certificate may be exempt from CULI 1505 Butchery.</li> </ul>	
Professional Cook 2 Advanced Certificate	<ul style="list-style-type: none"> <li>ITA Professional Cook 1 Certificate of Qualification</li> <li>English 10 or equivalent</li> <li>Math 10 or equivalent</li> <li>Valid Food Safe Level 1 Certificate</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Department Head Approval</li> </ul> <p>Applicants must be able to physically handle; all seafood including but not limited to fish &amp; shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.</p> <ul style="list-style-type: none"> <li>Applicants with a VCC Baking &amp; Pastry Certificate or Baking &amp; Pastry Red Seal Certificate may be exempt from CULI 2507 Advanced Baking.</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of VCC <a href="#">Professional Cook 1</a>, or equivalent</li> <li>English 10 with a passing grade, or equivalent</li> <li>Math 10 with a passing grade, or equivalent</li> <li><a href="#">FOODSAFE Level 1 Certificate</a></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Approval of the department</li> </ul> <p><b>Food Handling Requirements</b></p> <ul style="list-style-type: none"> <li>Ability to physically handle all seafood, including but not limited to fish and shellfish</li> <li>Ability to physically handle beef, lamb, pork, and all types of poultry and game</li> <li>Ability to physically handle all dairy products and associated by-products</li> <li>Disclosure of known food allergies</li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>Applicants with a VCC <a href="#">Baking and Pastry Certificate</a> or Baking and Pastry Red Seal Certificate may be exempt from <a href="#">CULI 2507 Advanced</a> Baking</li> </ul>



## Updated PLAR Language

Instructor Ed PLAR		
Program Name	Current PLAR Language	Updated PLAR Language
Online/eLearning Instruction Certificate	<p>You can apply for an exemption for a course based on your formal education, previous experience and current level of knowledge and skills. You may apply for a maximum of one course for exemption through PLAR or prior course equivalency.</p> <p>The fee for Prior Learning Assessment is half the tuition in that particular course at that time. The submission of materials and information that you supply will be graded. If your submission is not accepted, you will still be charged for the process and be asked to complete the course.</p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Read the Program Guide and identify courses for which you will be requesting PLAR. Fill out the Application for PLAR Form.</li> <li>2. Submit the following to the School of Instructor Education Department Head: <ul style="list-style-type: none"> <li>- Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.</li> <li>- An essay in which the applicant describes the development of his/her thinking related to the themes, issues, and concepts of the course.</li> </ul> </li> <li>3. A successful interview with the SIE Department Head or one of the full-time SIE faculty members.</li> </ol> <p>It is recommended that students contact the School of Instructor Education Department Head for further details.</p>	<p>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.</p> <p>PLAR is available for all courses in this program.</p> <p>Applying for PLAR:</p> <ol style="list-style-type: none"> <li>1. Identify courses for which you will be requesting PLAR.</li> <li>2. Submit the following to the department: <ul style="list-style-type: none"> <li>• Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.</li> <li>• An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.</li> </ul> </li> <li>3. A successful interview with the department.</li> </ol> <p>Students may apply for a maximum of one course for credit through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Provincial Instructor Diploma Program	<p>You can request Prior Learning Assessment Recognition (PLAR) for some courses in the PIDP based on informal education, previous experience and current level of knowledge and skills.</p> <p>Please contact the office and request PLAR for one course at a time. You will be directed to the Department Leader who will supply you information about completing PLAR. You may apply for a maximum of 12 credits of PLAR and transfer credit. However, PIDP 3270: Capstone Project cannot be completed by means of PLAR.</p>	<p>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.</p> <p>PLAR is available for all courses in the program, <i>except</i>:</p> <ul style="list-style-type: none"> <li>• PIDP 3220 Delivery of Instruction</li> <li>• PIDP 3270 Capstone Project</li> </ul> <p>Applying for PLAR:</p> <ol style="list-style-type: none"> <li>1. Identify courses for which you will be requesting PLAR.</li> <li>2. Submit the following to the department:</li> </ol>

	<p>Please contact the office for fees charged for PLAR.</p> <p>Process:</p> <ol style="list-style-type: none"> <li>1. Apply and meet all the entrance requirements for the PIDP</li> <li>2. Contact the program office to request PLAR for a particular course.</li> <li>3. Speak with the Department Leader about the PLAR process and compile the particular information and evidence requested to substantiate your request.</li> <li>4. Complete the application for PLAR and submit payment.</li> <li>5. See Policy D.3.5 for more information about VCC's PLAR procedures.</li> </ol>	<ul style="list-style-type: none"> <li>• Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.</li> <li>• An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.</li> </ul> <ol style="list-style-type: none"> <li>3. A successful interview with the department.</li> </ol> <p>Students may apply for a maximum of 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Trades Instructor Short Certificate	<p>You can request Prior Learning Assessment Recognition (PLAR) for some courses in the Trades Instructor Short Certificate (TISC) program based on informal education, previous experience and current level of knowledge and skills.</p> <p>Please contact the office and request Prior Learning Assessment Recognition (PLAR) for one course at a time. You will be directed to the Department Leader who will supply you information about completing PLAR. You may apply for a maximum of 2 credits of PLAR and transfer credit.</p> <p>Please contact the office for fees charged for PLAR.</p> <p>Process:</p> <ol style="list-style-type: none"> <li>1. Apply and meet all the entrance requirements for the TISC.</li> <li>2. Contact the program office to request PLAR for a particular course.</li> <li>3. Speak with the Department Leader and compile the particular information and evidence requested to substantiate your request.</li> <li>4. Complete the application for PLAR and submit payment.</li> <li>5. See Policy D.3.5 for more information about VCC's PLAR procedures.</li> </ol>	<p>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.</p> <p>PLAR is available for all courses in this program.</p> <p>Applying for PLAR:</p> <ol style="list-style-type: none"> <li>1. Identify courses for which you will be requesting PLAR.</li> <li>2. Submit the following to the department: <ul style="list-style-type: none"> <li>• Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.</li> <li>• An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.</li> </ul> </li> <li>3. A successful interview with the department.</li> </ol> <p>Students may apply for a maximum of two program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Train the Trainer Short Certificate	<p>You can request Prior Learning Assessment Recognition (PLAR) for some courses in the Train the Trainer program based on informal education, previous experience and current level of knowledge and skills.</p>	<p>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.</p>

	<p>Please contact the office and request Prior Learning Assessment Recognition PLAR for one course at a time. You will be directed to the Department Leader who will supply you information about completing PLAR. You may apply for a maximum of 3 credits of PLAR and transfer credit.</p> <p>Please contact the office for fees charged for PLAR.</p> <p>Process:</p> <ol style="list-style-type: none"> <li>1. Apply and meet all the entrance requirements for the TTSC</li> <li>2. Contact the program office to request PLAR for a particular course.</li> <li>3. Speak with the Department Leader about the PLAR process and compile the particular information and evidence requested to substantiate your request.</li> <li>4. Complete the application for PLAR and submit payment.</li> <li>5. See Policy D.3.5 for more information about VCC's PLAR procedures.</li> </ol>	<p>PLAR is available for all courses in the program, <i>except</i>:</p> <ul style="list-style-type: none"> <li>• PIDP 3220 Delivery of Instruction</li> </ul> <p>Applying for PLAR:</p> <ol style="list-style-type: none"> <li>1. Identify courses for which you will be requesting PLAR.</li> <li>2. Submit the following to the department:             <ul style="list-style-type: none"> <li>• Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.</li> <li>• An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.</li> </ul> </li> <li>3. A successful interview with the department.</li> </ol> <p>Students may apply for a maximum of three program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
<b>Arts &amp; Sciences PLAR</b>		
Associate of Science Degree	<p>PLAR provides students with the opportunity to have learning assessed and recognized in the form of academic credit toward the requirements of the degree credential. Students can refer to individual course outlines or check with departments for PLAR.</p>	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• MATH 1100 Calculus 1</li> <li>• MATH 1200 Calculus 2</li> <li>• MATH 1111 Introduction to Statistics</li> </ul> <p>Students may complete up to nine program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
First-year University Transfer Computing Science	<p>Prior learning assessment and recognition is not available for this program.</p>	<p>For students attempting the assured pathway to Simon Fraser University, PLAR is not allowed, as per the agreement with SFU.</p>

and Software Systems Certificate		
First-year University Transfer Engineering Certificate	Prior learning assessment and recognition is not available for this program.	For students attempting the assured pathway to Simon Fraser University, PLAR is not allowed, as per the agreement with SFU.
First-year University Transfer Environmental Studies Certificate	Prior learning assessment and recognition is not available for this program.	For students attempting the assured pathway to Simon Fraser University, PLAR is not allowed, as per the agreement with SFU.
University Transfer Pathway to Health Sciences Certificate	Prior learning assessment and recognition is not available for this program.	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• MATH 1111 Introduction to Statistics</li> </ul> <p>Students may complete up to three program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information</p>
University Transfer Science Certificate	PLAR provides students with the opportunity to have learning assessed and recognized in the form of academic credit toward the requirements of the degree credential. Students can refer to individual course outlines or check with departments for PLAR.	For students attempting the assured pathway to Simon Fraser University, PLAR is not allowed, as per the agreement with SFU.
University Transfer Arts Certificate	Prior learning assessment and recognition is not available for this program.	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• MATH 1100 Calculus 1</li> <li>• MATH 1200 Calculus 2</li> <li>• MATH 1111 Introduction to Statistics</li> </ul> <p>Students may complete up to 9 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p>

		To request PLAR, please contact the department directly. See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information
<b>Health Sciences PLAR</b>		
Bachelor of Science Nursing (Advanced Entry)	<p>Students may be granted formal recognition for knowledge and skills already acquired. This recognition may be in the form of transfer credit for nursing courses completed at another post-secondary institution.</p> <p>Through credit for previous learning, students may be granted credit that can be applied toward the admission requirements of a program, toward the graduation requirements of a program or to meet the prerequisite requirements for individual courses. Applicants should note that the application of credit granted may differ for the purposes of admission, registration or graduation. PLAR applicants must meet with the BScN Dept. Head.</p>	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• NURS 3160 Mental Health Nursing</li> <li>• MATH 1111 Introduction to Statistics</li> </ul> <p>Students may complete up to 9 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Bachelor of Science Nursing (First Year Entry)	<p>Students may be granted formal recognition for knowledge and skills already acquired. This recognition may be in the form of transfer credit for nursing courses completed at another post-secondary institution.</p> <p>Through credit for previous learning, students may be granted credit that can be applied toward the admission requirements of a program, toward the graduation requirements of a program or to meet the prerequisite requirements for individual courses. Applicants should note that the application of credit granted may differ for the purposes of admission, registration or graduation. PLAR applicants must meet with the BScN Dept. Head.</p>	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• NURS 1262 Pathophysiology of Chronic Disease</li> <li>• NURS 3160 Mental Health Nursing</li> <li>• MATH 1111 Introduction to Statistics</li> </ul> <p>Students may complete up to 10.5 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
<b>Continuing Studies PLAR</b>		
Fashion Design Production Certificate	VCC recognizes Prior Learning Assessment and Recognition (PLAR) as one of multiple pathways for students to complete their individual course of study. PLAR is available for some courses in this program and will be assessed by the	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.

	<p>Department according to standardized practice and using one or more of the following components: project, professional portfolio, demonstration, or interview.</p> <p>See Course Outlines for availability.</p> <p>PLAR fees for every course apply without exception. The maximum number of credits of PLAR that a student may receive towards the certificate is 23.5.</p>	<p>PLAR is available for all courses in this program, <i>except</i>:</p> <ul style="list-style-type: none"> <li>• FSHN 1101 Fashion Cycle 1</li> <li>• FSHN 1103 Fashion Cycle 2</li> <li>• FSHN 1105 Fashion Fundamentals</li> <li>• FSHN 1201 Fashion Cycle 3</li> <li>• FSHN 1203 Fashion Cycle 4</li> <li>• FSHN 1205 Fashion History</li> <li>• FSHN 1207 Illustration and Design 2</li> <li>• FSHN 1301 Fashion Cycle 5</li> <li>• FSHN 2321 Practicum</li> </ul> <p>Students may complete up to 23.5 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Fashion Design Production Diploma	<p>VCC recognizes Prior Learning Assessment and Recognition (PLAR) as one of multiple pathways for students to complete their individual course of study.</p> <p>PLAR is available for some courses in this program and will be assessed by the Department according to standardized practice and using one or more of the following components: project, professional portfolio, demonstration, or interview.</p> <p>See Course Outlines for availability.</p> <p>PLAR fees for every course apply without exception. The maximum number of credits of PLAR that a student may receive towards the diploma is 32.5.</p>	<p>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.</p> <p>PLAR is available for all courses in this program, <i>except</i>:</p> <ul style="list-style-type: none"> <li>• FSHN 1101 Fashion Cycle 1</li> <li>• FSHN 1103 Fashion Cycle 2</li> <li>• FSHN 1105 Fashion Fundamentals</li> <li>• FSHN 1201 Fashion Cycle 3</li> <li>• FSHN 1203 Fashion Cycle 4</li> <li>• FSHN 1205 Fashion History</li> <li>• FSHN 1207 Illustration and Design 2</li> <li>• FSHN 1301 Fashion Cycle 5</li> <li>• FSHN 2101 Fashion Cycle: Project Preview</li> <li>• FSHN 2103 Fashion Cycle: Project Final</li> <li>• FSHN 2105 Business Planning</li> <li>• FSHN 2215 Fashion Portfolio</li> <li>• FSHN 2321 Practicum</li> </ul> <p>Students may complete up to 32.5 of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p>

		<p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Gladue Report Writing Certificate	<p>PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, demonstration, interview, or external evaluation.</p>	<p>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.</p> <p>PLAR is available for all courses in this program, <i>except</i>:</p> <ul style="list-style-type: none"> <li>GLDU 1211 Gladue Report Capstone</li> </ul> <p>Students may complete up to 50% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Makeup Artistry Certificate	<p>PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation.</p>	<p>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.</p> <p>PLAR is available for all courses in this program.</p> <p>Students may complete up to 50% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Networking Technology Certificate	<p>Exemptions may be granted for industry certifications upon approval of the Program Coordinator to a maximum of 50% of the program credits. All exemptions are subject to administrative fees.</p>	<p>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.</p> <p>PLAR is available for industry certifications from CompTIA and Microsoft upon approval of the Program Coordinator. PLAR is available for all courses in this program, <i>except</i>:</p>

		<ul style="list-style-type: none"> <li>• NETT 2206 Directive Studies</li> </ul> <p>Students may complete up to six program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Office Administration Certificate: Administration and Supervision	Prior learning assessment and recognition is not available for this program.	<p>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.</p> <p>PLAR is available for the following course:</p> <ul style="list-style-type: none"> <li>• OACP 1102 Keyboarding for Beginners</li> </ul> <p>Students may complete up to 1.5 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Office Administration Certificate: Legal Office Skills	Prior learning assessment and recognition is not available for this program.	<p>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.</p> <p>PLAR is available for the following course:</p> <ul style="list-style-type: none"> <li>• OACP 1102 Keyboarding for Beginners</li> </ul> <p>Students may complete up to 1.5 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>



Office Administration Certificate: Medical Office Skills	Prior learning assessment and recognition is not available for this program.	<p>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.</p> <p>PLAR is available for the following course:</p> <ul style="list-style-type: none"> <li>• OACP 1102 Keyboarding for Beginners</li> </ul> <p>Students may complete up to 1.5 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Office Administration Certificate: Record Management Skills	Prior learning assessment and recognition is not available for this program.	<p>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.</p> <p>PLAR is available for the following course:</p> <ul style="list-style-type: none"> <li>• OACP 1102 Keyboarding for Beginners</li> </ul> <p>Students may complete up to 1.5 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
<b>Hospitality, Food Studies &amp; Applied Business PLAR</b>		
Medical Office Assistant Certificate	<p>Available for the following courses:</p> <p>MEDC 1121 Medical Speed &amp; Accuracy 1 MEDC 1236 Med Speed &amp; Accuracy for MOA 2</p> <p>See course outlines for more information.</p>	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• MEDC 1121 Medical Speed &amp; Accuracy 1</li> <li>• MEDC 1236 Med Speed &amp; Accuracy for MOA 2</li> </ul> <p>Students may complete up to four program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p>

		<p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Medical Transcriptionist Certificate	<p>Available for the following courses:</p> <ul style="list-style-type: none"> <li>• MEDC 1121 Medical Speed &amp; Accuracy 1</li> <li>• MEDC 1131 Med Speed &amp; Accuracy for MT 2</li> <li>• MEDC 1241 Medical Speed &amp; Accuracy 3</li> <li>• MEDC 1120 Medical Terminology for MT 1</li> <li>• MEDC 1130 Medical Terminology for MT 2</li> </ul> <p>See course outlines for more information.</p>	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• MEDC 1121 Medical Speed &amp; Accuracy 1</li> <li>• MEDC 1131 Med Speed &amp; Accuracy for MT 2</li> <li>• MEDC 1241 Medical Speed &amp; Accuracy 3</li> <li>• MEDC 1120 Medical Terminology for MT 1</li> <li>• MEDC 1130 Medical Terminology for MT 2</li> </ul> <p>Students may complete up to 11 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
<b>Trades, Technology &amp; Design PLAR</b>		
<b>Program Name</b>	<b>Current PLAR Language</b>	<b>Updated PLAR Language</b>
Architectural Technician Certificate	PLAR is available for select courses. See individual Course Outlines for details.	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• DRFT 1010 CAD Drafting Fundamentals</li> <li>• DRFT 1011 CAD Drafting Applied</li> <li>• DRFT 1013 Construction Mathematics</li> </ul> <p>Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p>

		<p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
CAD Technician Short Certificate	PLAR is available for select courses. See individual Course Outlines for details.	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• DRFT 1010 CAD Drafting Fundamentals</li> <li>• DRFT 1011 CAD Drafting Applied</li> <li>• DRFT 1013 Construction Mathematics</li> </ul> <p>Students may complete up to eight program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Civil/Structural Technician Certificate	PLAR is available for select courses. See individual Course Outlines for details.	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• DRFT 1010 CAD Drafting Fundamentals</li> <li>• DRFT 1011 CAD Drafting Applied</li> <li>• DRFT 1013 Construction Mathematics</li> </ul> <p>Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma	PLAR is available for select courses. See individual Course Outlines for details.	PLAR is not available for this program.

Steel Detailing Technician Certificate	PLAR is available for select courses. See individual Course Outlines for details.	<p>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.</p> <p>PLAR is available for the following courses:</p> <ul style="list-style-type: none"> <li>• DRFT 1010 CAD Drafting Fundamentals</li> <li>• DRFT 1011 CAD Drafting Applied</li> <li>• DRFT 1013 Construction Mathematics</li> </ul> <p>Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.</p> <p>To request PLAR, please contact the department directly.</p> <p>See the D.3.5 Prior Learning Assessment and Recognition <a href="#">Policy</a> and <a href="#">Procedures</a> for more information.</p>
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## INFORMATION NOTE

**PREPARED FOR:** Education Council

**DATE:** February 11, 2020

**ISSUE:** Minor curriculum changes approved by Curriculum Committee in 2019

From January to December 2019, Curriculum Committee approved the following minor curriculum changes:

- Updates to the pre-requisites for ENGL 1101 English and ENGL 1001 Integrated Language Support 1
- Updates to the course learning outcomes link for MATH 0863 Business/Technical Math 11 Part 1 and MATH 0873 Business/Technical Math 11 Part 2
- Updated course titles for six (6) courses in the Occupational/Physical Therapist Assistant Diploma program
- Updates to the Food Service Careers Certificate program content guide, aligning the sequence of program learning outcomes with the order of instruction
- Update to the course outline of OACP 1102 Keyboarding to include PLAR (Prior Learning Assessment & Recognition)
- Update to the course outline of CNSK 1412 Personal and Professional Development to include PLAR (Prior Learning Assessment & Recognition)
- Minor updates to the Prior Learning Assessment & Recognition (PLAR) language in the Provincial Instructor Diploma Program and Trades Instructor Short Certificate program content guides
- Minor correction to Bachelor of Hospitality Management program content guide for the regular cohort, replacing course HOSP 4260 with GNED 4260 Sustainability in Business
- Updates to the ENGL 0750 English 10 Part 1 course outline to include a presentation, based on ABE articulation requirements
- Updates to the SCIE 0751 Science 10 course outline, based on ABE articulation requirements
- Updates to the course outlines of SCIE 1110 Professional Communication and SCIE 1100 Engineering Tech & Society, including pre-requisites
- Updates to nine (9) Early Childhood Care and Education course outlines

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

**DATE:** January 30, 2020

## Program Renewal Schedule 2019-2024

\*Updated January 2020

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

<b>Legend:</b>
Program Renewal
Curriculum Review
Accreditation



## GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2020-2021

### A. PURPOSE

The Curriculum Development (CD) Fund supports projects that advance and expand the College's educational programming. Priority is given to proposals identified in the Academic Plan, along with recommendations and action plans resulting from Program Reviews, Program Renewal, and external Accreditations.

The CD Funds budget for 2020-21 is **\$400,000**.

- The call for proposals is sent out on January 10, 2020.
- Proposals are due February 21, 2020.
- The Education Quality Committee (EQC) of Education council meets in March to review proposals and recommend the allocation of funds to the Vice President Academic & Applied Research. The decisions are communicated to proposers in late March.
- Funds must be spent between April 2020 and March 31, 2021.

### B. ELIGIBILITY FOR CD FUNDING

The CD Fund supports the development/revision of programs and courses up to the program and course mapping stage (referred to as Curriculum Materials in the Definitions section). It is not meant to support the development of teaching and learning material. Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget.

#### CD Activities Eligible for Funding:

1. Curriculum revisions arising as a result of external Accreditation or Program Renewal recommendations, which can include the development of curriculum materials, such as program content guides and course outlines
2. Previously funded CD projects currently in-progress eligible for additional funds for completion
3. New program development
4. Curriculum revisions to existing program/course arising from annual Program Reviews
5. Transitioning of courses to online delivery, including the program/course mapping stage, and the development of online teaching and learning materials
6. Curriculum initiatives identified in Departmental plans and the Academic Plan

#### Program Renewals

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded **\$5000** of CD Funds for that fiscal year. Departments can use this funding for department release time to participate in the Program Renewal process and curriculum development activities arising from recommendations and action plans. CD funding can support the Department to:

- Attend Steering Committee meetings

- Collect and analyze data
- Write the self-study report
- Hold departmental planning sessions
- Prepare for the external site visit
- Create an action plan

### CD Activities Not Eligible For Funding

1. Development of face-to-face teaching and learning materials such as lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc. Such activities would be part of classroom preparation/ assigned duty.
2. Start-up costs related to new program such as salary of a Department Leader or faculty salary to develop teaching and learning materials should be built into the new program implementation budget.
3. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses, and accreditation fees. Accreditation costs are built into department budgets. Discuss with your Dean for further information.

### Factors to Consider in Estimating Cost

How much time a curriculum development project will take is always an estimate, and the CD Fund budget will rarely have enough funds to support all the time required to complete the CD activities. Almost all CD Funds money will be spent on release time for instructors/department leader.

Here are some factors to consider in your request:

1. Complexity, nature, and scope of the CD project
2. Length and complexity of the program or course content
3. Level and type of program/course (stand-alone course, certificate, diploma, degree)
4. Expertise of the curriculum developer(s)
5. Type and amount of curriculum materials needed to be produced
6. Current state of program/course documents
7. Amount of support available from Department Leader, Dean, CTLR, and/or other faculty
8. Faculty release, Department Leader release, PD, and/or assigned duty time available

### C. APPLICATION PROCESS

The following documents must be fully completed and submitted to the Project Coordinator Vice President Academic & Applied Research on or prior to the due date of **February 21, 2020**:

- a. Curriculum Development Funding Proposal
- b. Salary and operating costing sheet
- c. Checklist – Dean and Department Leader

While the CD Fund Committee acknowledges that Departments/Schools may have a process for identifying curriculum development projects that require CD funding, the EQC supports and encourages the following processes:

1. Dean holds department meetings within their Schools to determine curriculum development needs and identify projects requiring CD funds.
2. Department Leader, with input from the project lead, prepares the CD Funding Proposal, costing sheet, and checklist. The Dean could also prepare a CD Fund proposal.
3. Proposals are sent to the Dean for approval by **February 14** at the latest, or as set by the Dean.



The checklist should be included in the proposal documents sent to the Dean to assist in their decision-making process.

4. The Dean vets all proposals from the departments within their School and prioritizes them based on the CD Fund requirements. Use the checklist to indicate prioritization.
5. The Dean sends all required documentation to the Project Coordinator VP Academic & Applied Research by the due date of February 21.
6. Dean attends CD Fund Adjudication meeting to present on their School's proposals.

#### **D. ALLOCATION OF FUNDS**

The Education Quality Committee meets in March to recommend the allocation of funds to the Vice President Academic & Applied Research. Awarded funds must be expended within the fiscal year ending March 31st. The Committee might decide to hold back a portion of funds to support a second call for proposals. The second call for proposals would be communicated in September and adjudicated by October 31st.

#### Procedure

- Project Coordinator and Chair of EQC provide the documents for all proposals to the Committee
- Deans present their proposals at the CD Fund Adjudication meeting; Committee members assess the proposals using the EQC checklist. In order to avoid conflict of interest, Committee members must recuse themselves from decisions pertaining to their own Department or School
- The Committee deliberates and seek a consensus on funding allocation. If consensus is not reached, the final decision is made by the Vice President Academic
- CD Fund allocations are communicated to Deans and Project Leaders at the end of March
- The Project Coordinator for the Vice President Academic provides budget codes to the Department Leaders in April

#### Roles and Responsibilities

- Vice President Academic: approves the Committee's recommendations for funding allocation, communicates final allocations to Deans and Project Leads, and provides updates on the projects to Education Council.
- Chair of Education Quality Committee: facilitates the adjudication process and discussion. Requests additional information from Project Leads and Deans as needed.
- Education Quality Committee Members: review all proposals against the CD Fund general criteria. Recuse themselves from decisions related to their own Departments or Schools.
- Deans, or delegates: present their Schools' proposals at the CD Funds Allocation meetings.
- Project Coordinator to the Vice President Academic: communicates with Project Leads, monitors project expenses, and provides reports to the EQC.

#### **E. REPORTING**

The Project Lead will be required to submit project updates to the VP Academic Office on the following dates:

- October 2, 2020
- December 18, 2020
- March 31, 2021

If the project is unable to proceed as planned, the VP Academic can require the department to relinquish funds or transfer funds to other areas. Departments that portray a regular pattern of not

completing approved projects might be ineligible for funds in the future.

#### **F. FAQs**

*Q: Are funds generally granted across schools equitably?*

A: Funds are allocated based on responses to the general criteria noted in Section B, not based on schools.

*Q: Does the committee evaluate base-funded programs/courses differently than cost-recovery programs/ courses?*

A: No, the committee evaluates all proposals equally.

*Q: Is there an expectation that faculty will devote PD to curriculum development projects?*

A: Departments are encouraged to use Professional Development and Assigned Duty for the project.

*Q: What is the process for new programs?*

A: Refer to the Policy C.3.14 Curriculum Development and Approval Process. A new program should have completed Stage 1 “Approval to Develop” before significant time and resources are spent developing the full program proposal.

#### **G. DEFINITIONS**

Curriculum Materials: Refers to the concept paper, implementation plan, business case, program/course maps, Program Content Guide (PCG), and course outlines.

New Program: A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program.

Program Map: A representation of the relationship between the courses and the program outcomes. The program map indicates where and how each program learning outcome is addressed in each course across the program, and aligns program learning objectives, course learning objectives, assessment and instructional strategies.

Project Lead: Department Leader or faculty member who initiates the curriculum development; manages project budget, people, contracts, deadlines and risks; reviews course components or deliverables.

Teaching and Learning Materials: Types of materials that will be used by the faculty and the students to engage with the course content. These materials include lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.

#### **H. SUPPORT FOR WRITING CD FUND PROPOSALS**

The Instructional Associates in the CTLR are available to consult and assist in writing CD Fund proposals. They also hold two workshops to support proposal writers in late January (see myVCC for dates). They are also available to support the work done with CD Funds. Please consult with them about the scope of work and the support needed prior to submitting the proposal to ensure they have the time to support the project. Contact [iasupport@vcc.ca](mailto:iasupport@vcc.ca) for assistance.

**Checklist**  
**Dept. Leader and Dean**  
**2019 – 2020**

	<b>Check All That Apply</b>
<ul style="list-style-type: none"> <li>• <b>Meet CD Funds eligibility requirements as stated in the Guidelines:</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Program Renewal*</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Curriculum Revisions from Accreditation</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Curriculum Revisions from Program Review</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Previously Funded Curriculum Development Project</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>New Program</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Online Development of Curriculum Material</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Identified in Academic Plan</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Reference to the Integrated College Plan, Academic Plan, and/or Department plans</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Where appropriate, reference to recommendations/action plans resulting from Program Reviews, Program Renewal and external Accreditations</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Clear description of the deliverables, plan for implementation, curriculum materials to be developed, and required resources (including faculty, staff and administrative support)</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Deliverables are appropriate for the timelines proposed</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>For long-term proposals, a three-year projected plan has been provided</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Supported by the department and school with a commitment to inclusion in the ongoing programming (within its current instructional capacity)</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Clear timeline for implementation including activities dependent on the timing of others</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Realistic budget and logistical feasibility</b></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• <b>Demonstrate creativity and innovation in some aspect.</b></li> </ul>	<input type="checkbox"/>

\* Program Renewals on the approved Program Renewal schedule are automatically awarded \$5000 in Curriculum Development Funds for the fiscal year.



## **PROGRAM RENEWAL**

### **Final Report**

Music Degree

**Submitted to**

**Shirley Lew, Dean, School of Arts and Science**

**David Wells, Vice President - Academic & Applied Research**

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

**Elle Ting, Chair, Education Council**

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

**On January 6, 2020,**

**By**

**Andy Sellwood (chair), Laurence Mollerup, Ken Morrison, Shirley Lew, Janet Latter, Susan Everett,  
Yulia Gracheva**

## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>1 Acknowledgements</b> .....	<b>3</b>
<b>2 Executive Summary</b> .....	<b>4</b>
<b>3 Self-Study Report Summary</b> .....	<b>5</b>
<b>Overview</b> .....	<b>5</b>
A. Curriculum and Instruction .....	5
B. Student Outcomes .....	7
C. Program Planning and Administration .....	8
D. Faculty and Staff .....	10
E. Program and Student Support Services .....	11
F. Learning Environment.....	12
<b>Recommendations</b> .....	<b>13</b>
<b>4 External Review Report Summary</b> .....	<b>14</b>
<b>5 Steering Committee Response to External Review Report</b> .....	<b>16</b>
<b>Responses to External Report - Instructors</b> .....	<b>17</b>
<b>Responses to External Report - VP Academic</b> .....	<b>17</b>
<b>6 Final Recommendations</b> .....	<b>18</b>

## 1 Acknowledgements

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

## 2 Executive Summary

The Bachelor of Applied Music degree consists of 20 courses which add up to between 68 and 72 credits. Students take courses in areas such as performance techniques, improvisation, World music and career opportunities in addition to directed ensembles. This degree, though initially conceived of as a “terminal” credential, has been accepted widely by our students who have furthered their education at educational institutions across the country and internationally. The entrance requirement is a VCC Music diploma or equivalent credential.

The renewal process was initiated and a steering committee was formed in May 2018 according to Policy C.3.2: Program Review and Renewal. Meetings were held with PAC members, student support service areas, program faculty and staff, and two surveys were deployed to both students/graduates and alumni. In addition, a variety of data was collected such as graduate outcome data, enrolment data, and labour market data. Documents were collected from the music department such as hiring criteria, annual program reviews, and a history of the music degree program was compiled. Finally, the curriculum was reviewed for alignment and program maps were produced for the three concentrations: Jazz and Contemporary, Classical (Instrumental or Composition), and Classical (Voice).

Work on the self-study report started in the winter of 2019 and the report was completed in March 2019.

Fifty-three recommendations were put forward by the Music Degree Program Renewal Steering Committee, in the areas of *Curriculum & Instruction*, *Instructors & Staff*, *Student Outcomes*, *Program Planning and Administration*, *Learning Environment*, and *Student Support Services*. Examples of key recommendations are to: create one program content guide which would encompass the three concentrations, hire a singer/songwriter instructor, improve the practice/performing/teaching space, and investigate the possibility of PLAR in the program.

In June 2019, an external review team was formed with individuals from Douglas College, University of Alberta, and Burnaby North Secondary School, as well as a professional musician/composer/curator. The team reviewed the self-study and conducted a site visit (which included meeting with instructors, staff, students and graduates, as well as a tour of the music classrooms, and practice/performance space). The external review team submitted a report in which they commented that the degree program is “vital” and “successful” and “deserves increased support from the community and the college.”

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

recommendations. Faculty and staff in the Music department were invited to provide feedback on the Action Plan in late November 2019.

### 3 Self-Study Report Summary

#### Overview

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

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

#### A. Curriculum and Instruction

Three Program Content Guides (PCG's) exist for the music degree representing the three different concentrations:

- Classical Concentration Instrumental or Composition
- Classical Concentration Voice
- Jazz and Contemporary Concentration

All three PCGs contain the same purpose statement for the program: "The Bachelor of Applied Music Degree program is designed to prepare graduates to work as music professionals in emerging music and music-related professions. Graduates of the program may find employment in non-profit music and arts organizations, private music production facilities, and as self-employed, entrepreneurial artists and teachers."

All concentrations are similar in that students take between five and seven courses per term for four terms, building on the skills and knowledge acquired in the Music Diploma program. The courses in the degree are (courses marked with a \* are taken repeatedly throughout the degree in multiple terms):

- Performance Concentration\*
- Performance Technique\*
- Conducting\*
- Classical Voice\*



- Materials of Music
- Career Opportunities
- Directed Ensembles\*
- World Music\*
- Rhythm Studies
- Non-music electives\*
- Career Opportunities Practicum
- Music Seminar\*
- Music Electives

In order to be admitted into the program students must successfully complete the VCC Music Diploma or equivalent with a minimum B average and have a minimum A- in a specialized performance or academic area. In addition, a written proposal must be submitted by the student outlining their career aspirations, as well as two letters of recommendation. Finally, the student must successfully complete an audition in their specialized performance area.

The program outcomes and course outlines for the degree were checked for alignment by faculty in the music department as part of the program renewal.

Feedback on the curriculum was obtained from a number of sources such as PAC meetings, the Music Alumni survey, the Graduate survey, and from instructors in the program.

**Key Findings:**

- The need for an academic stream should be investigated
- There is a need to look at new concepts of what music means
- Music pedagogy degree opportunities should be investigated, i.e. including music teaching in the curriculum
- A balance is needed between instructor freedom and college curriculum
- New venues and ways of performing should be looked at e.g. Dance, Theatre, Ritual, Music, YouTube, etc.
- Variable credits for community members (Willan choir, Brass ensemble, Jazz orchestra) should be looked into
- There are barriers to entry due to the music separate application (done on paper)
- The number of credits in the practicum should be examined
- A clearer definition of possible electives (music and non-music) is needed. Less 'anything goes' for non-music electives.
- A 'Women in Music' course could be added

## B. Student Outcomes

This KPI was examined using data from a variety of sources such as annual program reviews, enrolment/attrition/utilization and progression data from Institutional Research (IR), the Music Alumni survey, the Graduate survey, and the Music Degree Graduate Outcomes Report.

From the course data provided by IR (showing capacity, enrollment, completion, attrition, and utilization for all music degree offerings) it was obvious that the attrition for most offerings is zero. That is, for most courses all students who register complete the course.

The Graduate Outcomes Report notably states that 94% of respondents are employed in a training-related job, with most earning \$20-40K annually. 82% reported that the skills and knowledge gained were useful in performing their job. 90% would choose the same program again. The quality of instruction was rated at “very good” (65% of respondents) and “good” (35% of respondents).

The Alumni survey received 102 responses, with most respondents indicating that they attended VCC Music between 2000 and 2015. Two-thirds of the respondents completed their credential at VCC. However, the graduation rate is noted as being much higher than this. In terms of music activities that Alumni are involved in on a week to week basis, practising, listening to music, and performing were the most commonly indicated. It was seen that 32% of Alumni earn 100% of their music-related income from performing and other musical-related activities (not music teaching). Alumni were asked about which musical activities they now participate in. Some key results were:

- 45.9% are involved in concert performance (where the average hall is less than 500 seats)
- 37.6% teaching private lessons in their home or the client’s home
- 31.8% are singer/songwriters

The Graduate survey received 16 responses. In the survey results it was noted that 85% agreed or strongly agreed they can “practise as a professional performing artist. . .”.

The retention report examined the number of students who progress from the 3<sup>rd</sup> year to the 4<sup>th</sup> year of the degree. The data indicated that less than half of the students who register for 3<sup>rd</sup> year courses progress to 4<sup>th</sup> year courses the following year. However, this can be explained by the fact that many music degree students will not complete all of their 3<sup>rd</sup> year courses in one year (i.e. most students who start 3<sup>rd</sup> year courses in one year will be still taking 3<sup>rd</sup> year courses the following year).

**Key Findings:**

- Most students feel they are meeting the program level outcomes (highest strongly agree was in 'perform all activities in a professional, responsible and accountable manner', highest disagree was in 'Utilize current computer technologies')
- Upon completing the degree, most students say they are able to work in performing organizations, web media and film & video production
- 84.6% of students would recommend the degree to others
- 33.3% of graduates earn 80% or more of their income from music
- 33.3% of graduates earn 100% of their income from activities not related to music
- Considering only amounts earned from music, 60% of graduates derive 80% or more from teaching music
- A survey is needed for incoming students to find out what their goals are
- Student growth in 'Knowledge of Repertoire' is excellent
- Compared to other degree graduates, music degree graduates end up in working in arts and culture at a higher rate
- Attrition in the degree is extremely low (one student every few years)
- Some attrition is temporary (students leave for a term or two then come back)

**C. Program Planning and Administration**

To investigate both the current and future state of the music degree a variety of documents were compiled and summarized, such as VCC's integrated college plan, enrolment trend data, financial data, labour market demand data, as well as comparisons with similar programs at other local institutions. In addition, two PAC meetings were held which focused entirely on the music degree renewal.

Financial and enrolment performance has remained relatively consistent throughout the period of 2010 to 2019. Overall, demand for the Degree appears to be quite consistent over time. Tuition revenue has roughly mirrored the enrolment levels and headcount, with the notable exceptions being the two to three years where there was international student registration.

Based on WorkBC's earnings and outlook web page for musicians and singers (NOC 5133), the forecasted average employment growth rate is +0.7% for 2018-2023 and +0.8% for 2023-2028.

A competitive scan was produced which focused on the following institutions:

- Capilano University's Diploma and Bachelor of Music degrees,
- Douglas College (Diploma),
- UBC's (Bachelor of Music),

- Selkirk (Diploma),
- UVic (Bachelor of Music), and
- Nimbus Recording school (non-credentialed).

Nimbus was included, as VCC is planning on offering some limited recording classes in the coming year. Tuition was compared, and it was found that VCC's fees are quite competitive with all the institutions mentioned above.

VCC Music's positioning in the provincial post-secondary environment was discussed during PAC meetings. Another key point that came up was how VCC Music can connect to the East Vancouver cultural and educational community.

**Key Findings:**

- The music department is family-like but the community college name has a stigma compared to other institutions which have university status. The use of the music name in advertising needs to be investigated
- The program profile in the community could be better
- When we talk about 'other' cultures we need to define them
- Any goals that are made for the department need to be realistic given the size of the department (that is, balance idealistic and workable)
- The department needs to consider the reality versus its perception regarding genres (classical, jazz, world and everything else)
- The balance between being less prescribed versus having a common vision (a more succinct department definition) is a challenge for the department
- Sometimes ensembles have a low number of degree students but are very full with diploma students (there may be issues around how this is reported)
- The program has a good reputation
- VCC students are funded through part-time work, student loans and personal savings. Capilano University and UBC students would likely not be working part-time and would be funded through RESPs
- There are not enough students to offer diction courses
- Many students take longer than 2 years to complete the degree
- It might be better to track which year students are in through registration in private lessons
- Most students are from Vancouver
- UBC sees students coming straight out of high school and they are predominantly female. The VCC music degree sees more mature students who are mostly male
- Enrolment has been steadily increasing (increased from 23 in 2013/14 to 34 in 2017/18).

#### **D. Faculty and Staff**

The Department of Music and Dance falls under the School of Arts and Sciences; the Department Leader, along with the Student Services Coordinator and Senior Program Coordinator, is responsible for running the department. Twenty-nine instructors, an equipment manager/ recording engineer, and an accompanist report to the Department Leader. A department meeting was held to specifically discuss the degree renewal.

Three hiring areas exist in the degree for faculty: Academic, Ensembles, and Individual Instruction. The music faculty workload profiles consist of a set of “multipliers”, long in practise in the department, to account for varying workloads arising from lecture preparation, marking, and other forms of class preparation and delivery.

VCC Music faculty are very active in the musical community. Organizations include Vancouver Symphony, Vancouver Opera, Coastal Jazz, Vancouver New Music, Hard Rubber Orchestra, Turning Point Ensemble, the Western Front, Frankie’s Italian Kitchen, Pat’s Pub, Music on Main, Vancouver Cantata Singers, Vancouver Musician’s Association, and educational institutions including Capilano University, Douglas College, UBC Music, Vancouver Academy of Music, and SFU.

VCC also collaborates with local music organizations by hosting rehearsals and events by the West Coast Symphony, Vancouver Inter-Cultural Orchestra, Orff training, BlueRidge chamber music festival, and other guest groups or lecturers.

With two recent regularized Instructor retirements, which have gone unfilled, the department will need to post one or two regular positions soon. The faculty has also been impacted by injury and medical leaves recently, and the ratio of regular-to-term positions has been decreasing.

Staff positions continue to be well-served by long standing, capable assistants.

#### **Key Findings:**

- Decolonization training for faculty and staff could be investigated
- It is important to find a way for faculty to participate and really feel heard in the department
- Instructors are well-regarded by students; they encourage the students and help them improve
- Instructors and staff need more time for training in helping students with disabilities

### **E. Program and Student Support Services**

Questionnaires were distributed to various stakeholders including the Learning Centre (LC), International Education, Office of the Registrar (RO), and Disability Services between June and July 2018. Based on the questionnaire responses and graduate survey results it was found that:

- 70% accessed Counselling
- 76% accessed Financial aid
- 67% work while in school
- 67% had student loans

The Registrar's Office mentioned the challenge of the two separate applications and requested more information about the use of diploma credits for the degree (electives need to be better specified). The Learning Centre pointed out the importance of early assessment to flag struggling students.

Music students experience a high degree of academic pressure and performance anxiety. The music department utilizes the VCC counselling area quite often and there is a great deal of support done by the student services coordinator. Mid-term periods often show several students in crisis. As a strength of the program, the community/ family oriented nature tends to mitigate these difficulties, but they are nonetheless worthy of mention.

Music tries to give an opportunity to all potential students however, it is important to maintain academic rigour and high standards as a degree-granting institution. Diagnosed or undiagnosed disabilities (including learning disabilities, neuro-divergence, dyslexia and other output issues, emotional disabilities, or mental illness) seem to be on the rise. The high skill demands for real-time processing and responses, in musical performance and study, create a unique problem that the music department is increasingly dealing with.

#### ***Key Findings***

- On the VCC website a disabilities button could be added (and perhaps an indigenous education button etc...)
- Some students may have invisible disabilities. The accessibility of the program to these learners needs to be examined
- Disability training for faculty is needed. Especially invisible disabilities.
- It would be good to reach out to the RO to find out what questions come up regarding the music degree

- Learning Centre awareness/outreach needs to be encouraged, so students know they can get writing skills/resume support
- The graduate survey results indicated that students mostly accessed Financial Aid, Counselling/Advising, and the RO.

## F. Learning Environment

The space used by the music department includes classrooms, the auditorium, practice modules, a recording lab, and instructor/staff offices.

Rehearsals conducted in regular classrooms are not ideal, as sound leaks to neighbouring classrooms, including ones where delicate listening is taking place. Minimal soundproofing was attempted in room 3201, with mixed results. The Music department has outfitted several classrooms with stereo systems, as the rooms with media (computers, projectors and mono audio playback) are not sufficient for music playback. Problems with sound leakage, lighting, automatic or manual doors, leaking pipes, and the general age of the facilities are ongoing.

The auditorium is over-large for lectures and for some rehearsals. Student practise modules (purchased as music equipment) are about 40 years old, and there are a number of complaints about air quality and cleanliness of the module area. Students have offered to beautify the modules with a painting party, but this was abandoned when we could not find a way to guarantee proper ventilation. Security to the modules is via a coded door lock.

The current recording lab has been outfitted on a shoestring budget, and does not currently allow VCC music to compete with local Recording Industry schools. (The auditorium retrofit has begun, so the audio system for live sound will be improved, but the recording booth is another area entirely).

The Degree Program Review, dating from December 2005 suggests that the music facilities and equipment could be made sufficient with a small expenditure of \$50,000.

### **Key Findings**

- There is a need to upgrade the facilities and equipment.

## Recommendations

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



## 4 External Review Report Summary

On June 24<sup>th</sup> 2019, an External Review Team (ERT) convened to review the Self-Study Report, and to meet with instructors, staff, students and graduates as well as several members of the self-study team. The External Review team also toured the music department facilities.

A report was submitted by the ERT that included an overview of their site visit, an overall summary of their findings, and an in-depth look at which self-study recommendations they supported (or did not support).

The ERT commented that “we found a vibrant program with a dedicated, supportive student body and excellent staff and faculty. Based on our site visit, consideration of documents, and further discussion, it is our opinion that this program provides a vital option for post-secondary music education in the province, and that students have benefited from its excellent leadership, staff, faculty, and opportunities.”

The ERT broke their review of the self-study recommendations into three broad categories: Program Structure/Requirements, Facilities, and Overall Direction.

Regarding Program/Structure/Requirements, some of the recommendations strongly supported by the ERT included:

- The creation of a singer/songwriter major (and hiring of a singer/songwriter instructor)
- Making PLAR more widely available and better defining the criteria for PLAR (this could make the degree more attractive to older students with musical experience)
- Expanding the part-time offerings (to again attract older students)
- Requiring all students to take 1<sup>st</sup> year English
- Revising and updating the Career Options course (this stream of courses needs to follow a clear progression through both the diploma and degree)
- Streamlining the program to fall under one PCG

Recommendations around broadening the music tech and recording offerings (as well as creating a producer/tech major) were supported with reservations, given the limited facilities and equipment available in the department.

In terms of the recommendations around facilities the ERT strongly supported:

- The need for a 50-seat multi-purpose room
- Improving the physical space and making better use of the facilities
- Soundproofing of the music classrooms
- The creation of a “hangout” space for music students (having a space where students can socialize is important)
- Improving the classroom AV capabilities

The ERT also indicated that each music classroom should have a “plug-and-play capability for audio” and that the department should pursue a plug-and-play studio. The ERT did not support the creation of a VCC Music Café.

In terms of the overall direction for the degree, the ERT strongly supported the recommendations around continuing to help students who are struggling (either due to balancing life demands or the expectations of the program). This would include help for students with disabilities. In addition, the ERT felt that the music department needs “to establish and communicate a clear identity for VCC Music, both internally and within the community”. As part of this the ERT strongly supported the recommendations around improving marketing for the program and enhancing its presence in the community.

Based on their tour of the classrooms, auditorium, and rehearsal spaces the ERT concluded that the facilities were “sub-standard”. However, it was also noted that “the administration and faculty have been working to improve the facilities and address the many challenges created by sub-par or outdated facilities and equipment.”

Finally, the ERT were impressed by the strong student retention in the program as well as the incredible contribution of support staff in the department in elevating the student experience. The high percentage of graduates that end up earning a large part of their income from music was another aspect that impressed the ERT.

#### **External Review Team:**

**Laurel Parsons** Associate Teaching Professor, Music Theory & Aural Skills  
University of Alberta

**Mark Haney** Professional musician, composer, curator

**Ingrid Stitt** Band director, Burnaby North Secondary School

**John van Deursen** Coordinator, Music Department, Douglas College

## 5 Steering Committee Response to External Review Report

The external review site visit and report were discussed at a Music Degree Program Renewal Steering Committee meeting on September 11<sup>th</sup>, 2019.

The steering committee noted that the External Review Report was very thorough and included commentary on all the self-study recommendations.

One point of interest was that the ERT found it surprising that 70% of degree students access counseling. Given the students who enter the program and the external stressors such as the cost of living in Vancouver, raising a family and the need for part-time work this is not surprising for the music department.

The ERT's comment that a recording/producer major should not be pursued at this time was considered a good recommendation by the steering committee due to the current state of the facilities. Discussions continued around the need for upgrades to most of the music facilities, including the practice modules, auditorium, and classrooms (soundproofing, stereo hi-fi speakers).

The steering committee reviewed the ERT's comments around making the program more accessible for mature students, for example by expanding PLAR and having more part-time options. A suggestion was made that it would be better to have short summer programs during the day as opposed to more evening offerings.

There were a number of recommendations that the ERT strongly supported, which the steering committee agreed were priorities such as:

- Adding 1<sup>st</sup> year English as a requirement for the program
- Creating one PCG with different streams (including an academic stream)
- Revising the career opportunities course
- Creating a lyric diction option

An important point that was raised was around the practicum. When the degree was originally created it was required to have a 5 credit practicum. It is uncertain whether this requirement is still in place and this needs to be confirmed with the Ministry.

The comments from the ERT concerning supporting students with disabilities were discussed. The steering committee agreed that it would be good for the music department to re-start discussions with disability services but the fact that the program might not work for everyone needs to be considered.

Regarding VCC Music's identity it was noted that there is a need for the department to work with marketing to succinctly capture what VCC music is all about. This could be a tagline that gives prospective students a strong idea of where the degree can take them.

A number of additional recommendations were discussed by the steering committee based on

the review of the ERT report and music faculty feedback which included:

- Investigating ways to help instructors become regular
- Approaching local performance venues for student performance opportunities
- Exploring the feasibility of increasing the number of international students

### Responses to External Report - Instructors

Feedback was received from two instructors in the music department. The feedback was focused around PLAR, degree mapping and the issues that part-time instructors face. These comments were reviewed by the steering committee. Regarding part-time faculty it was noted that acquiring a 100% teaching position within VCC Music is very rare and that most instructors teach elsewhere (as well as performing).

### Responses to External Report – VP Academic

The external review report for the Music Degree renewal was comprehensive and thoughtful. The four members of the panel, John Van Deursen, Ingrid Stitt, Mark Haney and Laurel Parsons provided significant feedback on the recommendations contained within the self-study and through dialogue with faculty and students. Of particular note was the strong endorsement of a number of self-study recommendations that align with College priorities of interdisciplinary education, experiential learning, competency-based assessment and modularization and flexibility in course content. I believe the Music Degree particularly lends itself to educational leadership in these areas and look forward to the efforts the Department will take towards these ends. I was also appreciative of the review team pointing out the importance of student service supporting the engagement of students and the impact that has on retention at the College.

I greatly appreciate the external review team's constructive criticism in regards to the state of technology and infrastructure in our Music education areas. These are issues that the College is looking to address, both in the short and medium term, and more significantly through the long-term vision of the Campus Master Plan, which is currently being developed. We understand that such investments will contribute to the work the Department will be undertaking to refine and clarify their unique identity within the Music educational community. I would like to offer my sincere gratitude to the work done by the Laurence Mollerup, Ken Morrison and the Music Department in undertaking this renewal. I would also like to acknowledge the fine work of Andy Sellwood from CTRL in facilitating this process. Finally, I would like to thank the External Review Team of John Van Deursen, Ingrid Stitt, Mark Haney and Laurel Parsons for their invaluable contributions of time and insight into the renewal process for the Music Degree program.

David Wells, Vice-President, Academic & Applied Research

## 6 Final Recommendations

During the program renewal steering committee meeting on September 11<sup>th</sup>, 2019 the self-study recommendations were categorized using the contexts of urgency/importance and resources required. These recommendations are broken down into the six key performance indicators (KPIs) and are shown in Table 1. Based on a review of the external review report by the steering committee, some additional recommendations were generated and these are included in Table 2.

Table 1

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Curriculum and Instruction	Create one PCG (one credential). Have options for courses so students can have different concentrations.	(Strongly supported)	High	Low
	Investigate making PLAR more widely available.	(Strongly supported)	High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Map diploma and degree outcomes (in which courses are the outcomes introduced, developed, and advanced?)	(Strongly supported)	Medium	Low
	Examine practicum (is 5 credits appropriate? More structure and oversight?)	(Strongly supported)	Medium	Low
	Pursue Indigenization of curriculum	(Strongly supported)	Low	Medium
	Investigate how to respond to 2020	(Supported but needs better definition)	Low	Medium
	Consider encouraging classical voice majors (who want Lyric Diction classes) to take courses at VAM or UBC as electives	(Strongly supported)	Low	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Investigate requirement of 1 <sup>st</sup> year English and a 2 <sup>nd</sup> language as part of non-music electives	(Strongly supported, but need more research into 2 <sup>nd</sup> language requirement)	Low	Medium
	Create singer-songwriter major	(Strongly supported)	High	Low
	Consider more part-time offerings for Degree and also for the Diploma, to accommodate mature student's working schedules	(Strongly supported)	Low	Medium
	Adjust/revise/update career options course (taxes, touring budget, ways to earn income). Focus more on practical items	(Strongly supported)	High	Low
	Create producer/tech major	(Supported, but with reservations based on the facilities and equipment currently available)	Medium	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Expand courses in music tech and recording	(Strongly supported, but with reservations based on the facilities and equipment currently available)	Medium	High
	Develop “music teaching” curriculum	(Supported, but goal needs to be more clearly defined)	Low	High
	Officially establish, investigate, or nix academic (non-performance stream).	(Not supported, more investigation needed)	Low	Medium
	Define more clearly electives (music and non-music)	(Not supported, need more information)	Medium	Medium
	Gather information on current pedagogy practices our instructors already use; threaded throughout all classes. Re-establish pedagogical education	(Strongly supported)	Low	High



KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Faculty and Staff	Hire a singer/songwriter instructor	(Supported)	High	Low
	Investigate ways to maintain health of students and faculty e.g. sun run team, stretching, yoga	(Strongly supported)	Medium	High
	Align conduct with VCC policies	(Strongly supported)	Not categorized	Not categorized
	Differentiate between diploma and degree in hiring criteria for instructors	(Not supported, need more information)	Not categorized	Not categorized
Student Outcomes	Conduct course evaluations every term.	(Supported)	High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Create an intake survey for students	(Supported, but more information needed)	Not categorized	Not categorized
	Investigate how we can involve and include sessional instructors more	(Supported, but needs clarification)	Not categorized	Not categorized
Student Support Services	Clearly define our capacity to support students with disabilities	(Strongly supported)	Medium	Medium
	Maintain/improve help for struggling students (early evaluation)	(Strongly supported)	Medium	Medium
	Continue to encourage students to try things out and be enabled	(Supported, but more information needed)	Low	Medium
Program Planning and Administration	Automate course check list	(Strongly supported)	Medium	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Investigate local music eco-system: map of where our students perform and hang out	(Strongly supported)	Low	Low
	Market VCC alumni who work internationally	(Strongly supported)	Medium	Medium
	Market open/accessible nature of program	(Supported)	Medium	Medium
	Develop webpage content: 1) instructor bios; 2) typical student's week	(Strongly supported)	Medium	Medium
	Develop a promo leaflet that outlines not only program content, but potential student outcomes	(Strongly supported)	Medium	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Create a new tagline and work it into marketing strategies	(Strongly supported)	Medium	Medium
	Market “working musician” nature of program	(Supported)	Medium	Medium
	Enhance presence of program in community	(Strongly supported)	Medium	Medium
	Develop an artist-in-residence (AIR) program.	(Strongly supported)	Not categorized	Not categorized
	Investigate marketing to international students	(Not supported)	Not categorized	Not categorized
Learning Environment	Pursue a 50 seat multi-use rehearsal/classroom (make VCC Auditorium a cultural hub for East Van)	(Strongly supported)	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Create sound proofing for music classrooms	(Strongly supported)	High	High
	Pursue a hangout area near music where people can talk without interrupting practicing students	(Strongly supported)	High	High
	Pursue modern AV capability for music rooms and public performance spaces	(Strongly supported)	High	High
	Improve physical space and make better use of it	(Supported)	High	High
	Be the lead in integrating VCC Arts (Music) into the Great Northern Way Tech Campus	(Supported, perhaps focus on one partnership to begin with; Emily Carr?)	Medium	High
	Consider a plug and play studio	(Strongly supported)	Not categorized	Not categorized

Table 2

KPI	RECOMMENDATIONS BY STEERING COMMITTEE	URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
Curriculum and Instruction	Investigate the creation of six week summer certificates	Low	Medium
Faculty and Staff	Investigate ways to help instructors become regular	High	High
Program Planning and Administration	Approach local performance venues for student performance opportunities	Low	Low
	Explore feasibility of increasing the number of international students	Medium	Medium



## Program Renewal: Music Degree Education Council Report (Date)

### Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Create one PCG (one credential): <ul style="list-style-type: none"> <li>• Have options for courses so students can have different concentrations</li> <li>• Determine which courses should include a PLAR option</li> <li>• Map diploma and degree outcomes</li> <li>• Evaluate practicum</li> <li>• Define electives (music and non-music)</li> <li>• Investigate 1<sup>st</sup>-year English requirement</li> </ul>	November 2020	Department Leader, Instructional Associate, dean, faculty	New PCG and course outlines created and sent to curriculum committee
2	Hire singer/songwriter instructor	September 2019	HR, dean, formation of hiring committee	Singer/songwriter instructor in place by October 2019
3	Create masterclass on topic of student health	November 2019	Department Leader, faculty	Annual event set up for faculty
4	Conduct intake surveys and course evaluations each term	March 2020	Department Leader, IR	Survey created and attached to audition letters. Course evaluations sent out by IR at the end of each term



## Program Renewal: Music Degree Education Council Report (Date)

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
5	Continue work of disabilities working group	November 2019 ongoing	Department Leader, faculty, staff	Ongoing determination of music dept.'s capacity to support students
6	Create system to identify struggling students early	October 16 <sup>th</sup> , 2019	Department Leader, faculty	System set up so struggling students are identified before midterms
7	Automate course selection process	Summer 2021	Department Leader, dean, RO, music department staff	Course Advising augmented by online registration tracking system.
8	Pursue facility upgrades: <ul style="list-style-type: none"> <li>• 50 seat multi-use rehearsal/classroom</li> <li>• Soundproofing for music classrooms</li> <li>• Social hangout space for students</li> <li>• Modern AV capabilities for music rooms</li> <li>• Plug-and-play studio</li> </ul>	~10 years	Department leader, dean, facilities, VP Academic	As part of the Campus Masterplan a dedicated music facility would be designed and constructed
9	Improve marketing of music degree: <ul style="list-style-type: none"> <li>• Market VCC Alumni</li> <li>• Market open/accessible nature of program</li> <li>• Develop web page content</li> <li>• Promo leaflet</li> <li>• Create a tagline</li> <li>• Market 'working musician' nature of program</li> </ul>	Summer 2021	Department leader, Marketing, faculty and staff	Improved webpage content, engaged alumni, tagline that markets working musicians, alumni and instructors.





## Program Renewal: Music Degree Education Council Report (Date)

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
10	Investigate the creation of six week summer certificates	Summer 2022	Department leader, Instructional Associate	Submissions elicited from faculty, and consultation of external partners (regarding summer certificates).

## Occupational Therapist Assistant & Physiotherapist Assistant Education Accreditation Program

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# ACCREDITATION REVIEW AND STATUS REPORT

## Occupational / Physical Therapist Assistant Program

### Vancouver Community College

November 30, 2019

The Joint Accreditation Committee (JAC) of the Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP), in collaboration with Physiotherapy Education Accreditation Canada (PEAC) and the Canadian Association of Occupational Therapists (CAOT) has completed a review of the Occupational / Physical Therapist Assistant Program, Vancouver Community College to assess compliance with the OTA & PTA EAP 2012 Accreditation Standards (2016 revision).

#### Decision

The program has partially met or fully met all the accreditation criteria and therefore is awarded **Accreditation Status, Fully Compliant until November 30, 2025, with a Progress Report due on or before May 30, 2021.**

This Accreditation Decision was based on a thorough review of the following documents:

- Program's Self Study Report, submitted to the OTA & PTA EAP on January 9, 2019
- Additional evidence submitted on May 21, 2019
- Reports submitted by the OTA & PTA EAP Peer Review Team (PRT)
- Program's Response to the PRT Report
- Report submitted by the JAC's Primary Reviewers

**Date of Decision:** October 25, 2019




**Effective Date:** November 30, 2019

#### Progress Report Requirements

Although the Occupational / Physical Therapist Assistant Program, Vancouver Community College has been awarded Accreditation Status, Fully Compliant, the JAC identified areas for improvement. A Progress Report is required on or before May 30, 2021 to address the specific standards and related criteria outlined in Table 1 on page 2 as partially met. This report will be used to evaluate the program's progress towards fully meeting each of the OTA & PTA EAP 2012 accreditation criteria (2016 revision).

Please note that the accreditation status of a program may change if the Progress Report does not demonstrate sufficient steps towards achieving a level of met in each of the accreditation criteria identified OR should the program no longer comply with the accreditation standards.

Table 1: Summary of Criteria Levels for each Accreditation Standard

Standard	Description	 Criteria Met	 Criteria Partially Met	 Criteria Not Met
1	The Educational Program and its Environment	1.1, 1.2, 1.3., 1.7, 1.9	1.4, 1.5, 1.6, 1.8	
2	Faculty	2.2, 2.3, 2.4, 2.5, 2.6	2.1	
3	Students	All criteria		
4	Program Evaluation	All criteria		
5	Accountability	5.1, 5.3, 5.4 5.5	5.2	
6	OTA Competencies	All criteria		
6	PTA Competencies	All criteria		

As per policies ACC-03A and ACC-03B Accreditation Decisions, the following parameters are used to evaluate the criteria and outline the reporting needed.

Criterion Met		Criterion Partially Met	Criterion Not Met
No Concerns	Recommendation(s) for continued improvement	Needs Improvement	Requirement Not Met OR Required Improvements Not Made
No Progress Report(s) Required		A response describing improvement is required in a Progress Report.	The program must provide evidence of compliance in a Progress Report.

**Note:** It is recommended that the reader refer to the Examples of Evidence and Explanatory notes in the [Accreditation Standards](#) for each criterion while reviewing the details below.

## Standard 1 – The Educational Program and Its Environment

### Criterion 1.4 **PARTIALLY MET** **CORE**

*The program lead is a registered occupational therapist or physiotherapist who has the ability to provide leadership for the faculty, staff, and students and management of the program.*

#### **1.4.1** *The program lead has adequate authority and resources to administer the program.*

While it was clear that the program lead is highly respected and has the authority and skills to lead the program, a lack of resources demonstrated the potential for burnout. The program lead needs both additional faculty support and clerical support for administrative duties.

**Request:** In the Progress Report due on or before May 30, 2021, please provide evidence of sufficient dedicated time available for the program lead to administer the program.

### Criterion 1.5 **PARTIALLY MET**

*The program has adequate financial resources to achieve its stated goals and objectives and assure its continuing operation.*

The shortfall in human resources suggests that the program does not have adequate financial resources. Additionally, the budget submitted by the program ended in March 2019, so it is not clear that the 2019-2020 budget reflects the 0.5 FTE faculty increase projected for September 2019.

**Request:** In the Progress Report due on or before May 30, 2021, please provide evidence regarding additional human and financial resources allocated to the program since 2019 as per the business case described in 1.4, 1.6 and 2.1. In addition, please provide a letter from the Dean of SHS indicating that the resources will continue and be included in the projected 2021/2022 budget.

**Criterion 1.6 PARTIALLY MET**

*The program has adequate administrative and technical support staff and services to meet the needs of the faculty and students, and achieve the goals and objectives of the program.*

The lack of administrative support has a broad impact, in particular on compliance with criteria 1.4 and 2.1.

**Request:** In the Progress Report due on or before May 30, 2021, please provide evidence of adequate administrative and technical support to meet the needs of faculty and students. The submission should include not only evidence of increased human/financial resources, but also evidence that the increase is seen as adequate by faculty, staff, and students.

**Criterion 1.8 PARTIALLY MET**

*There is a formal plan for the curriculum.*

**1.8.1** *The curriculum is grounded in a conceptual framework.*

**1.8.2** *The curriculum conceptual framework is consistent with current educational pedagogy.*

Appendix 1.2.2 curriculum framework has some pedagogical methods and description of learning progression. The program reported communicating with the Centre for Teaching, Learning and Research to assist the program in developing the conceptual framework in the Spring of 2020.

**Request:** In the Progress Report due on or before May 30, 2021, please provide evidence of the completed conceptual framework.

## Standard 2 – Faculty

### Criterion 2.1 **PARTIALLY MET**

*The number and qualifications of faculty meet the program’s mission, goals, and objectives through education administration, curriculum development, instructional design and delivery, and evaluation of outcomes.*

#### 2.1.1 **CORE**

*The occupational therapy content of the curriculum is overseen and taught by a registered occupational therapist with relevant academic and professional qualifications.*

The subcomponents of this criterion (2.1.1, 2.1.2, 2.1.3) are met but the number of faculty is not adequate to manage all aspects of the program (2.1).

**Request:** In the Progress Report due on or before May 30, 2021, please provide evidence of increased faculty/staff complement to adequately meet the program’s needs.

## Standard 5 – Accountability

### Criterion 5.2 **PARTIALLY MET**

*The program’s documents and publications accurately reflect its vision, mission, philosophy and goals.*

The curriculum framework, Student Handbook and OPTA Program Guide all accurately reference the program’s vision, mission and goals. The program philosophy is only mentioned under the teaching component of the curriculum framework.

**Request:** In the Progress Report due on or before May 30, 2021, please provide evidence that the program has incorporated the program philosophy into relevant program documents and publications, i.e., the Student Handbook and the OPTA Program Guide.

## General Comments:

It was clear that the Occupational / Physical Therapist Assistant Program at Vancouver Community College has many strengths which merit acknowledgement. In particular the program lead is highly respected by all stakeholders and well known in the clinical community. She led the recent curriculum review, and embraces change and innovation. She is described as a phenomenal leader.

Given this, it was reassuring that the program was creating a business case for increased faculty and support staff.

During the Accreditation Review two criteria received **met with commendations**. These include:

1. Criterion 4.1: *There is a documented plan for program evaluation that is based on clearly defined and measurable goals.*

Reviewers found that the program has a clear and comprehensive program evaluation plan that is aligned with the VCC evaluation policies and processes. It identifies program goals and objectives, the evaluation plan, feedback protocols, and the evaluation cycle. It is systematic, integrated, and comprehensive. They wrote that it “truly is a roadmap leading to excellence.” The OTA & PTA EAP strongly encourages the program to share this exemplar of program evaluation with other education programs across the country.

2. Criterion 6.3.1 for both OTA and PTA Roles of Effective Practitioner: *The program prepares students to manage time, prioritize competing activities in collaboration with occupational therapists or physical therapists and support the delivery of effective and efficient practice.*

Reviewers wrote that the professional practice courses emphasize prioritizing and problem solving. OPTAmize and simulated “huddles” also enable students to integrate these skills with program requirements. Students learn the “Point of Care” concept which considers risks of client intervention. The OTA & PTA EAP recommends that the program share this strategy and tools with other programs.

### Next Accreditation Activity

Submission of a Progress Report on or before **May 30, 2021** to address the criteria identified herein.

### Notice to Program

Accreditation Status, Fully Compliant is awarded for a period of six years, as indicated in this Accreditation Review and Status Report. If it is judged by the OTA & PTA EAP that progress towards full compliance with the OTA & PTA EAP Accreditation Standards and Criteria is not demonstrated, the program’s status will be

assessed and may result in one or both of the following actions 1) a change to Accreditation Status, Partially Compliant or Accreditation Status, Probationary and 2) scheduling of an onsite evaluation.

### Maintenance of Accreditation Status

It is the responsibility of the education program to maintain compliance with the accreditation standards. Evidence of continuing compliance includes:

- Submission of a Progress Report as required in this AR & SR.
- Submission of an annual report (survey link will be provided to each program annually by the OTA & PTA EAP).
- Payment of the annual accreditation fee (invoiced annually) ([GUIDE-03 Fee Schedule](#)).
- Reporting of any substantive change in an education program ([ACC-07 Substantive Change](#)).
- Publication of accreditation status using required text—see below ([ACC-09 Disclosure](#)).

### Statement of Disclosure

It is required for both the OTA & PTA EAP and the Occupational / Physical Therapist Assistant Program, Vancouver Community College to publish the program’s accreditation status (“Accredited”).

The required text to be used by the program to publish this information is:

*“The Occupational / Physical Therapist Assistant Program, Vancouver Community College has been accredited by the Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) in collaboration with Physiotherapy Education Accreditation Canada (PEAC) and the Canadian Association of Occupational Therapists (CAOT). The status of Accreditation was granted to the program on November 30, 2019 for the period until November 30, 2025.”*

When and wherever an education program makes public disclosure of its accreditation status, it must include the full name, address and contact information for the OTA & PTA EAP as:

*Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program, Suite 26, 509 Commissioners Road West, London, Ontario, N6J 1Y5, (226) 636-0632, [www.otapta.ca](http://www.otapta.ca).*

Please provide confirmation that the required text has been published to your program’s website by sending the weblink via email to [adminassist@otapta.ca](mailto:adminassist@otapta.ca) by **December 13, 2019**.

**Should the program choose to make public the contents of its accreditation reports, including the *Accreditation Review and Status Report*, the reports must be published in full.**