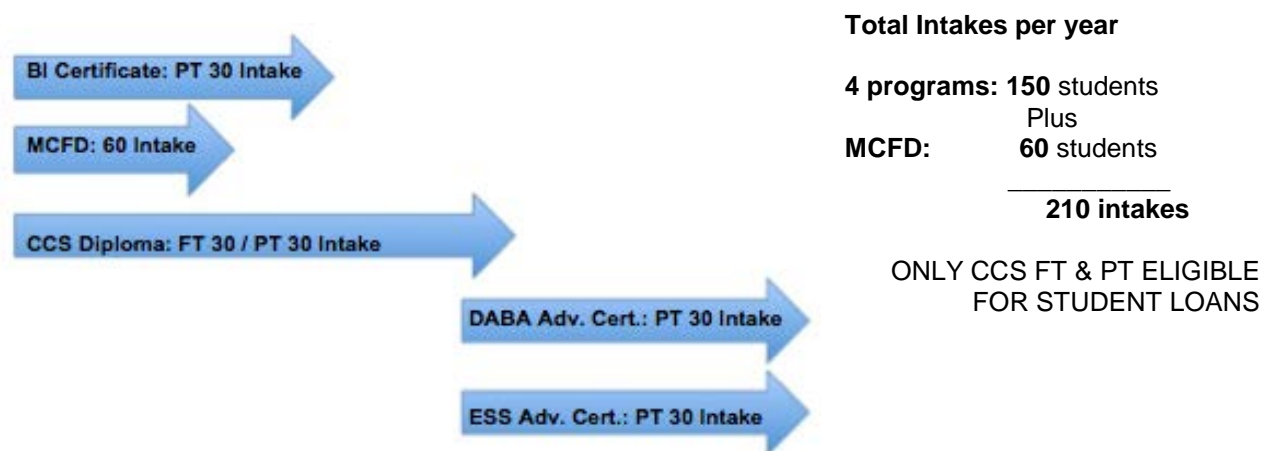


## Summary and Recommendations

### Recommendations and/or Considerations to Program Content / Curriculum:

#### CURRENT Program Delivery, Program Intakes & Exits:



The following proposed program delivery is intended to address the stressors identified throughout this review. To reiterate the challenges:

- Multiple entries and program names have been confusing
- 74% of students are working across all programs; but, **only 60 students** are able to access financial support through students loans
- DACS offers programming in areas of specialization; hence, faculty expertise is limited to 1-2 program areas.
- Employers' capacity needs are not being fulfilled due to higher demand than supply; hence, private college and in-house training options are being developed to attract and maintain capacity needs.
- There is growing concern to shorten credentials to get grads quickly into the work force, yet create pathways towards degree.
- Faculty are stretched and can be isolated in their work
- The 7 intakes for new students each year into 4 programs creates a considerably larger 'invisible' workload for Coordinators and Instructional Facilitators

**Program Recommendations**

**BI Recommendations:**

Although the BI program is running well, better alignment with CCS would reduce some of the confusion, logistics and make it student loan eligible.

**CCS Recommendations:**

1. English 1130 or equivalent is a requirement for graduation for students taking the diploma program. This is an expectation that is over and beyond the number of credits required for the credential. When students were asked if they would prefer to take it within the credential, the vast majority were in favour. Our recommendation is to include the English Exit requirement within the diploma, and remove a 3-credit course within the program.
2. When asked to identify which courses should continue to be offered, and which course was perceived as value-added but could be removed in place of the English Exit requirement, CCSD 1121, CCSD 1220 and CCSD 1140 were the courses most commonly identified. Upon further analysis of these choices, it was recognized that their was a greater interest in taking courses that were perceived to have direct applicability to the field of practice, and that learning outcomes could be integrated or content overlapped in other courses. CFCS 1110 was the likely choice to remove.
3. Some part-time students felt the most challenged with completing course requirements, due to scheduling. Although part-time students are able to complete course requirements in the 3 year rotation, it may not be as effective for students who enter “out of sequence” due to transfer credit or being successful at challenging courses through PLAR. In this instance, students find it more challenging to find courses on a regular basis throughout the semesters. We believe the scheduling for the newer model would alleviate some of these concerns as the course rotation would be reduced to a 2-year cycle instead of 3.

In consideration of streamlining these two programs the current delivery and proposed delivery follows:

<b>BI Certificate - Current</b>		
<p><b>Fall: 6 credits</b></p> <p>CCSD 1140 (3 credits) CCSD 1150 (3 credits)</p>	<p><b>Winter: 3 credits</b></p> <p>BHIN 1230 (1.5 credits) CCSD 2334 (1.5 credits)</p>	<p><b>Summer: 6 credits</b></p> <p>BHIN 1256 (3 credits) BHIN 1240 (3 credits)</p>

<b>MCFD Autism Online - Current</b>		
<p><b>Fall 6 credits</b></p> <p>BHIN 1340 (3 credits) CCSD 1150 (3 credits)</p>	<p><b>Winter 6 credits</b></p> <p>BHIN 1340 (3 credits) CCSD 2334 (3 credits)</p>	

CCS FULL TIME: Current – 63 Credits Certificate/Diploma/BI Specialty	
<p><b>Semester 1 - 15 Credits</b></p> <p>CFCS 1110 (3) Credits                      CCSD 1121 (1.5 Credits)                      CFCS 1130 (3 credits)                      CCSD 1140 (3 credits)                      CCSD 1150 (3 credits)                      CCSD 1170 (1.5 credits)</p>	<p><b>Semester 2 - 15 Credits</b></p> <p>CCSD 1220 (3 credits)                      CCSD 1250 (3 credits)                      CCSD 1260 (3 credits)                      CCSD 1270 (1.5 credits)                      CCSD 1240 (4.5 Credits)</p>
<p><b>Semester 3 (F17) 15 Credits</b></p> <p>CCSD 2230 (3 credits)                      CCSD 2335 (1.5 credits)                      CCSD 2334 (1.5 credits)                      CCSD 2350 (3 credits)                      CCSD 2370 (1.5 credits)                      CCSD 2340 (4.5 credits)</p>	<p><b>Semester 4 (W18) 15 Credits</b></p> <p>CCSD 2420 (3 credits)                      CCSD 2431 (3 credits)                      CCSD 2480 (3 credits)</p> <p style="text-align: right;">Plus</p> <p>CCS Diploma only                      Elective – (3 credits)                      CCSD 2440 (3 credits)</p> <p style="text-align: right;">Or</p> <p>BI Specialty only                      DACS 3430 – (3 credits)                      BHIN 1240 (3 credits)</p> <p style="text-align: right;">And</p> <p>ENG 1130 or CMNS 1110 or 1112 (3 credits) in any semester</p>

CCS Part-time Delivery

FALL 2015 ENTRY	WINTER 2016	SUMMER 2016	FALL 2016	WINTER 2017	SUMMER 2017
<p><b>CCSD 2335</b></p> <p>CCSD 1140                      CCSD 1150                      CCSD 1110</p> <p>CFCS 2391 (D)                      CCSD 2420 (D)</p>	<p><b>CCSD 2230</b></p> <p>CCSD 2334                      CFCS 1130 (Eng XXXX)                      CMNS 1217/1216</p> <p>DACS 3430 (D)                      CCSD 2431 (D)                      CCSD 1240/2340                      CCSD 2440/BHIN 1240 (D)</p>	<p>BHIN 1256 (Eng XXXX)*                      CCSD 1240/2340</p> <p>CCSD 2440 or                      BHIN 1240 (D)                      CCSD 2480 (D) (Elective) (D)</p>	<p><b>CCSD 2370</b></p> <p>CCSD 1140                      CCSD 1150                      CCSD 1110                      CFCS 2391</p> <p>CCSD 2420 (D)</p>	<p><b>CCSD 1250</b></p> <p>CCSD 2334                      CFCS 1130 (Eng XXXx)                      (CMNS 1217/1216)</p> <p>DACS 3430 (D)                      CCSD 2431 (D)                      CCSD 1240/2340 (D)                      CCSD 2440/BHIN 1240 (D)</p>	<p>BHIN 1256                      Eng XXX (Elective) (D)</p> <p>CCSD 1240/2340                      CCSD 2440/BHIN 1240 (D)                      CCSD 2480 (D)</p>
FALL 2017	WINTER 2018	Summer 2018	NOTES:		
<p><b>CCSD 1121</b>                      CCSD 1140                      CCSD 1150  <b>CCSD 1110 050</b>                      CFCS 2391</p> <p>CCSD 2420 (D)</p>	<p><b>CCSD 1170</b>  <b>CCSD 1270</b>                      CCSD 2334                      CFCS 1130 (Eng XXX)</p> <p>DACS 3430 (D)                      CCSD 2431 (D)                      CCSD 1240/2340                      CCSD 2440/BHIN 1240 (D)                      CMNS1217/1216)</p>	<p>BHIN 1256                      Eng XXX (Elective) (D)</p> <p>CCSD 1240/2340                      CCSD 2440/BHIN 1240 (D)                      CCSD 2480 (D)</p>	<p>* This sequence is rotated every 3 years prior to F18                      * <b>Courses in red are offered every 3 years</b>                      * ENG 1130 or CMNS 1110 or CMNS 1112 in any semester                      * CMNS 1216 or CMNS 1217 may be used as a substitution for CCSD 1220                      * BHIN 1256 must be taken before CFCS 2391                      * (D) = Diploma level 4<sup>th</sup> semester courses</p>		

Recommended changes entail:

- Consolidating courses to reduce number of 1.5 credit courses
- Rebranding of course codes from CCS, BHIN and CFCS to DACS
- Reducing the 3 year part time rotation to 2 year rotation
- 

<b>BI Certificate 18 credits - Proposed</b>		
<b>Fall: 6 credits</b>	<b>Winter: 6 credits</b>	<b>Summer: 6 credits</b>
DACS 1140 (3 credits) DACS 1150 (3 credits)	DACS 1170 (3credits) DACS 1280 (1.5 credits)	DACS 1256 (3 credits) DACS 1241 (3 credits)

<b>MCFD Autism Online - Proposed</b>		
<b>Fall 6 credits</b>	<b>Winter 6 credits</b>	
DACS 1341 (3 credits) DACS 1150 (3 credits)	DACS 1341 (3 credits) DACS 1150 (3 credits)	

<b>CCS FULL TIME: Fall 2018 Intake – 60 Credits</b> Certificate/Diploma/BI Specialty	
<b>Year 1</b>	
<b>Semester 1 (F18) 15 credits</b>	<b>Semester 2 (W19) 15 credits</b>
<b>ENG XXXX</b> (3 credits)* <b>CFCS 1130</b> (3 credits) Change and Development: Lifespan <b>DACS 1140</b> (3 credits) Introduction to Practice <b>DACS 1150</b> (3 credits) T&L: Foundations <b>DACS 1170</b> (3 credits) Characteristics of Exceptionalities	<b>DACS 1250</b> (3 credits) T&L: Universal Design for Learning <b>DACS 1256</b> (3 credits) T&L: Introduction to Communication and Behaviour <b>DACS 1270</b> (1.5 credits) Perspectives on Disability <b>DACS 1280</b> (3 credits) Foundations of Family Support <b>DACS 1240</b> (4.5 Credits) Practicum 1
<b>Year 2</b>	
<b>Semester 3 (F19) 15 credits</b> <b>(Certificate Semester)</b>	<b>Semester 4 (W20) 15 credits</b> <b>(Diploma Semester)</b>
<b>DACS 2320</b> (3 credits) Working with Others <b>DACS 2356</b> (3 credits) T&L: Supporting Communication and Behaviour <b>DACS 2380</b> (3 credits) Person Centred Planning and Community Building <b>DACS 2370</b> (1.5 credits) Personal Assistance  <b>DACS 2340</b> (4.5 credits) Practicum 2	<b>DACS 2420</b> (3 credits) Personal and Professional Leadership <b>DACS 2421</b> (3 credits) Supports for Children and Youth with Disabilities <b>DACS 2431</b> (3 credits) Contemporary Practice in Adult Supports Plus <b>CCS Diploma only</b> <b>Elective –</b> (3 credits) <b>DACS 2440</b> (3 credits) Service-Learning OR <b>BI Specialty only</b> <b>DACS 3430</b> (3 credits) ASD Across the Lifespan <b>DACS 1241</b> (3 credits) Behaviour Intervention Practicum

\*Eng 1130 or CMNS 1110 may be taken in any semester, although recommended in the first semester.

Part Time Revised Course Options

Fall 2018	Winter 2019	Summer 2019	Fall 2019	Winter 2020	Summer 2020
<p><b>DACS 2380</b></p> <p>DACS 1140 DACS 1150 ENG 1130 or CMNS 1110</p> <p>DACS 2421 (D) DACS 2431 (D)</p>	<p><b>DACS 1250</b></p> <p>CFCS 1130 DACS 1170 DACS 1280 DACS 1240 / 2340 CMNS 1217/1216</p> <p>DACS 3430 (D) DACS 2420 (D) DACS 2440/1241 (D)</p>	<p>DACS 1256 ENG 1130 or CMNS 1110 Elective- (UT/CFCS) (D)</p>	<p><b>DACS 2356</b></p> <p>DACS 1140 DACS 1150 ENG 1130 or CMNS 1110</p> <p>DACS 2421 (D) DACS 2431 (D)</p>	<p><b>DACS 1270</b> <b>DACS 2370</b></p> <p>CFCS 1130 DACS 1170 DACS 1280 DACS 1240 / 2340 CMNS 1217/1216</p> <p>DACS 3430 (D) DACS 2420 (D) DACS 2440/1241 (D)</p>	<p>DACS 1256 ENG 1130 or CMNS 1110 Elective- (UT/CFCS) (D)</p>
<p><b>Notes</b></p> <ul style="list-style-type: none"> <li>* Cycle repeats every 2 years</li> <li>* Courses in red are offered every 2 years</li> <li>* ENG 1130 or CMNS 1110 or CMNS 1112 in any semester</li> <li>* CMNS 1216 or CMNS 1217 may be used as a substitution for (DACS 2320 OR CCSD 1220)</li> <li>* (D) = Diploma level 4<sup>th</sup> semester courses</li> </ul>					

**COURSE Equivalencies**

DACS 1140 ≈ CCSD 1140 or CFCS 1142	DACS 2370 ≈ CCSD 2370
DACS 1150 ≈ CCSD 1150	DACS 2380 ≈ CCSD 2480
DACS 1240 ≈ CCSD 1240	DACS 2420 ≈ CCSD 2420
DACS 1250 ≈ CCSD 1250	DACS 2421 ≈ CCSD 2230
DACS 1256 ≈ BHIN 1256	DACS 2431 ≈ CCSD 2431
DACS 1270 ≈ CCSD 1270	DACS 2440 ≈ CCSD 2440
DACS 2320 ≈ CCSD 1220	DACS 1241 ≈ BHIN 1240, BHIN 1340, DACS 1341
DACS 2340 ≈ CCSD 2340	DACS 1341 ≈ BHIN 1340, BHIN 1240, DACS 1241
DACS 2356 ≈ CCSD 2350	

**COURSE Substitutions**

<b>CFCS 1110</b>	Students admitted to CCS program prior to F17 must have CFCS 1110, OR CFCS 1112 as an equivalent. After F17, students may use CFCS 1112 as an equivalent, OR a 3-credit CFCS elective as a course substitute.
<b>DACS 1170:</b>	(CCSD 1121 and CCSD 1170 or BHIN 1230) may substitute for DACS 1170. Students who have taken only one of CCSD 1170, BHIN 1230 or CCSD 1121, will also require to take CCSD 2100 for top up to substitute for DACS 1170.
<b>DACS 1256:</b>	DACS 1256 is equivalent to DACS 1256. CCSD 1260 may substitute for DACS 1256.
<b>DACS 1280:</b>	(CCSD 2334 and CCSD 2335) may substitute for DACS 1280. Students who have only taken CCSD 2334 or CCSD 2335 will be required to also take CCSD 2100 for top up to substitute for DACS 1280. <b>Aboriginal Stream:</b> CFCS 2332 may substitute for DACS 1280. CFCS 2332 is equivalent to (CCSD 2334 & CCSD 1121) for student admitted prior to Fall 2018
<b>DACS 2320:</b>	CCSD 1220 is equivalent to DACS 2320. CMNS 1216 or CMNS 1217 may substitute for (DACS 2320 or CCSD 1220)
<b>DACS 2356:</b>	CCSD 2350 is equivalent to DACS 2356. CFCS 2391 may be used as a substitute for DACS 2356.
<b>DACS 2440:</b>	DACS 1241, BHIN 1240, BHIN 1340 or DACS 1341 may be used as a course substitution for (CCSD 2440 or DACS 2440).
<b>DACS 1241:</b>	BHIN 1240, BHIN 1340 and DACS 1341 may be used as a course substitution for CCSD 2440 or DACS 2440
<b>DACS 1341:</b>	BHIN 1341 or (BHIN 1240 or BHIN 1340 or DACS 1241) may be used as a course substitution for CCSD 2440 or DACS 2440

PT Possible Scenarios (Fall 2018 Entry)

Scenario 1 4 courses/semester		Scenario 2 3 courses/semester		Scenario 3 2 courses/semester	
Fall 2018	<b>DACS 2380</b> DACS 1140 DACS 1150 Eng 1130 or CMNS 1110	Fall 2018	<b>DACS 2380</b> DACS 1140 DACS 1150	Fall 2018	<b>DACS 2380</b> DACS 1150 or 1140
Winter 2019	<b>DACS 1250</b> DACS 1170 CFCS 1130 DACS 1280	Winter 2019	<b>DACS 1250</b> DACS 1170 CFCS 1130	Winter 2019	<b>DACS 1250</b> DACS 1170
Summer 2019	DACS 1256 UT / CFCS Elective * (CCS only)	Summer 2019	DACS 1256	Summer 2019	DACS 1256*
Fall 2019	<b>DACS 2356</b> Eng 1130 / CMNS 1110 DACS 1240 practicum 1	Fall 2019	<b>DACS 2356</b> Eng 1130 / CMNS 1110	Fall 2019	<b>DACS 2356</b> DACS 1140 or 1150
Winter 2020	<b>DACS 1270</b> <b>DACS 2370</b> CMNS 1216 or 1217 DACS 3430 practicum 2	Winter 2020	<b>DACS 1270</b> <b>DACS 2370</b> DACS 1240 practicum 1	Winter 2020	<b>DACS 1270</b> <b>DACS 2370</b> DACS 1240 practicum 1
<b>Exit at Certificate - 2 yr</b>		Summer 2020	UT / CFCS Elective * (CCS only)	Summer 2020	UT / CFCS Elective * (D) only
Fall 2020	DACS 2421 (D) DACS 2431 (D)	Fall 2020	DACS 2340 Practicum 2	Fall 2020	(Eng 1130 / CMNS 1110)
Winter 2021	DACS 3430 DACS 2420 (D) DACS 2440 or BI 1241 (D)	Winter 2021	CMNS 1216 or 1217 DACS 1280 <b>Exit at Certificate - 3 yr</b>  DACS 3430 (D) (BI Spec)	Winter 2021	DACS 1280 CFCS 1130
<b>Exit with Diploma – 3 yr</b>		Fall 2021	DACS 2431 (D) DACS 2421 (D)	Fall 2021	DACS 2340 Practicum 2
		Winter 2022	DACS 2420 (D) DACS 2440 or BI 1241 (D)	Winter 2022	CCSD 1280 CMNS 1216 or 1217
		<b>Exit with Diploma - 4 yr</b>		<b>Exit at Certificate - 4 yr</b>	
				Fall 2022	DACS 2421 (D) DACS 2431 (D)
				Winter 2023	DACS 3430 BI Only) DACS 2420 (D) DACS 2440 or BI 1241 (D)
				<b>Exit with Diploma - 5 yr</b>	

**DABA Recommendations:**

1. The DABA team would like to develop their own bridging course for the BACB top up requirements to ensure student success for those who took courses before 2014, but were not ready to take the examination. 3<sup>rd</sup> Edition task list.
2. Explore the Behavior Development Solutions (BDS) as an edition to courses, i.e. DACS 5122 and 5123, which offer BACB/BCaBA exams based upon the BACB's 4<sup>th</sup> Edition Task List. <http://www.behaviordevelopmentsolutions.com/cba-learning-module-series-v8>
3. Explore curricular changes required by the Fifth Edition Task List in Fall 2016, with release time to develop a bridging course for those who will require top up for those preparing for exams, as well as those that will prepare for the 2022 roll out.
4. Re-approval for the BCaBA course sequence must be completed to address 5<sup>th</sup> edition.
5. Examine opportunities for optional BCaBA level practicum placements (in addition to the credential for those who have difficulty finding their own placement)
6. Course Scheduling to decrease winter course load
7. Update website to reflect current curriculum framework; and plan for 5<sup>th</sup> edition changes.

**ESS Recommendations:**

The ESS program requires the most consideration of all programs. Significant efforts have gone into the following areas to increase applicant base:

**Course Delivery:** Move Winter intake to Fall intake for better course sequencing

Fall	Winter	Summer
DACS 5111 DACS 5131	MARK 2332 DACS 5132	DACS 5133

**Transfer Credit:** Continue to pursue avenues for transfer credit

**Designations:** Expanding the opportunities for ESS students to pursue RVP and RRP designations is a recommendation made to us by the president of the Vocational Rehabilitation Association and reiterated to us through other employment support agencies, i.e. Open Door Group. This would require enhancing or adding new content in the following areas:

- Assessments, i.e. Canadian Adult Achievement Test (CAAT), Wide Range Achievement Test (WRAT), Career Ability Placement Survey (CAPS), Career Occupational Preference System (COPS) Interest Inventory
- Policy & Legislation, i.e. Duty to Accommodate, Labour Market agreements, Potential of Canadian Disability Act, Employment Standards, Work Safe
- Integrated Case Management
- Enhance Negotiation Skills & Marketing
- Complex needs & Employment
- ASD & employment
- Ethics (as a requirement in professionals designations)
- Increase content regarding transitions from secondary to post secondary education to attract more UBC SPED students.

**PLAR:** map the Career Development Practitioners program and Employment Support Series against the ESS curriculum in order to create a new PLAR pathway for experienced practitioners. This would also open up a considerably larger ESS program awareness and marketing opportunity as well as move the professionalization of the field ahead.

**Course Delivery** to include:

- **Practicum/Project option**
- **Course Intensive's**, i.e. for Open Door and meeting Employer's needs
- **Flexibility to take program over 3 semesters rather than 2**

### Marketing

1. Revisit the DACS Program Vision to clarify messaging for marketing purposes, and direction for faculty, staff and the community at large.
2. Update website and eliminate errors; including nomenclature, i.e. DACS for ESS and DABA.
3. Develop social media presence for marketing, including Facebook for department purposes
4. Develop system for tracking where potential applicants are "finding" our programs and where marketing efforts are most lucrative, i.e. info sessions, social media, conferences.

### PROPOSED PROGRAM DELIVERY AND INTAKE

The proposed model is designed to address many of the issues highlighted throughout this review, but also would allow for development of a degree in the future.

#### Potential for Degree

DACS 5121	3	DACS 3430	3	DACS 5123	3
DACS 5114	3	DACS 5122	3	DACS 5133	3
DACS 5111	3	DACS 5111	3	DACS 5240 (elective)	
DACS 5131	3	DACS 5132	3	ELECTIVE	
CFCS FASD	3	MARK 3220	3		
Foundation year	15	Foundation year	15	DACS courses	6
CCS second year	15	CCS second year	15		
DACS courses	12	DACS courses	12		
UT & CFCS electives	15	UT & CFCS electives	15		

**DACS POST DEGREE** = 30-CREDITS (TQS eligible)

- Over 3 semesters; eligible for student loans, may be taken part or full time
- Possible (PT)early exits: 15-credit Advanced Certificate\*\*
  - **DABA** + optional DACS 5240 practicum if grad wants to start on experience hours
  - **ESS** - [DACS 5240 can substitute (or ? replace\*) for DACS 5133]
- mix of DACS and upper level (5000 for Grad Dip) electives

**Remaining Credits:** (UP TO MAX OF 30):

- up to 6-credits from any CCS courses
- CFCS degree program course or PSR upper level courses
- UT upper level course





**DOUGLAS COLLEGE COMPREHENSIVE PROGRAM REVIEW (PR)  
RESPONSE FROM THE  
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College policy *A18.01.01 Program and Service Review* requires a follow-up plan be developed by the Vice President, Academic as the final step in the PR process.

<b>FACULTY (Lead Dean)</b>	<b>Child, Family and Community Studies (Dr. Karla Gronsdahl)</b>
<b>Department / Program</b>	Disability and Community Studies (DACS) – four program areas: <ul style="list-style-type: none"> <li>• Behaviour Intervention (certificate)</li> <li>• Classroom and Community Support (certificate + diploma)</li> <li>• Disability and Applied Behaviour Analysis (advanced certificate)</li> <li>• Employment Supports Specialty (advanced certificate)</li> </ul>
<b>Date submitted</b>	March 2017
<b>External Reviewer (ER)</b>	N/A
<b>Review triggered by</b>	<input checked="" type="checkbox"/> Policy (schedule) or <input type="checkbox"/> Emergent concerns <input type="checkbox"/> Changes in discipline/field/licensing and <input type="checkbox"/> New program development <input checked="" type="checkbox"/> Demand/enrolment concerns <input type="checkbox"/> Other ( <i>specify</i> )
<b>Date of last formal PR</b>	Unknown
<b>RESPONSE/RECOMMENDATIONS</b>	
<b>SUMMARY RESPONSE</b>	<p>The Disability and Community Studies department offers several closely linked programs in the field of disability supports in educational, community and employment settings, including studies in the support of people on the autism spectrum, for which DACS faculty are recognized leaders in the province of BC. The faculty are deeply committed to their students and the clients they serve, and have much to be proud of.</p> <p>Keeping abreast of industry, educational and Ministry-driven changes to practice, licensing and community need requires ongoing diligence. In addition, as with all College offerings, the faculty in this department must work with their Dean to ensure ongoing compliance with a range of educational and administrative policy. In addition to updating curriculum to comply with external certification bodies, the DACS programs may also need at present to align their operations with College policies on <i>Program Advisory Committees, Prior Learning Assessment and Recognition</i> and <i>Curriculum Development and Approval</i>.</p> <p>Since submitting its comprehensive review, the DACS department has already undertaken some program revision work identified in the review. The adoption of a standardized “DACS” subject code across related programs, some course resequencing and review of some program</p>

	<p>residency requirements have all made their way through College governance. The work of standardizing online course offerings has also been completed. These efforts are appreciated.</p> <p>The programs in the DACS department are facing enrolment challenges that seem to have extended beyond what the impact of the campus relocation might explain. Additionally, nomenclature issues continue to plague some of the credential pathways. These are both areas in need of attention, and in both cases the College’s Marketing and Communications Office may need to be called upon for assistance. However, the programs first need to undertake some significant further work in ensuring that the current assessment of the programs’ needs is robust and thorough. See below for specific recommendations for action in the immediate months.</p> <p>Once the following actions are completed, the Dean will liaise further between the Office of the VPA and the DACS department on next steps.</p>
All PR recommendations accepted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Increased support for coordination is not supported at this time
All ER’s recommendations accepted?	<input type="checkbox"/> Yes <input type="checkbox"/> No [ <b>Note:</b> No ER’s report provided]
<p><b>VPA’s RECOMMENDATIONS</b></p> <p>This is a PRELIMINARY response only, pending receipt of additional information from the DACS department, as requested herein.</p>	<ul style="list-style-type: none"> <li>• Ensure that all Curriculum Guidelines are reviewed at least every five years, as required by the <i>Curriculum Development and Approval policy</i>; any CGs not currently meeting this timeline to be reviewed and updated as required <b>by December 2019</b></li> <li>• In consultation with/via the Faculty Dean, the DACS department is directed to do as follows:             <ul style="list-style-type: none"> <li>○ Provide the VPA’s Office <b>by 30<sup>th</sup> April 2019</b> with a current membership list for the Program Advisory Committees associated with the DACS department and/or the programs captured in this review, as appropriate, and a list of PAC meeting dates and minutes for the four most recent meetings</li> <li>○ Bring forward to the VPA the results of the 2019 Annual Review for the DACS programs <b>by 30<sup>th</sup> June 2019</b> or as soon as these become available</li> <li>○ Work with the Registrar’s Office to assess current tuition fee levies for PLAR activity in DACS, in light of current policy <i>Prior Learning Assessment and Recognition</i> and the Board-approved <i>Fees and Charges for Instruction</i>, and standard College practice; submit findings to the Office of the VPA <b>by 30<sup>th</sup> June 2019</b></li> <li>○ Working first with the Faculty Dean to understand better what is meant by “transfer credit,” prepare a table that documents the complete inventory of course articulation agreements within the <a href="#">BC Transfer Guide</a> for courses within the four DACS program</li> </ul> </li> </ul>

	<p>areas, identifying all courses that have received “no credit granted” transfer request decisions from one or more of the research universities within BC; submit this table, along with recommendations for follow-up action where transfer credit might be improved to facilitate improved mobility for students leaving any of the DACS programs to enroll in more advanced studies elsewhere within the BC Transfer System, to the Office of the VPA <b>by 30<sup>th</sup> June 2019</b></p> <ul style="list-style-type: none"> <li>○ Propose a new program name for the ESS program <b>by 15<sup>th</sup> September 2019</b></li> <li>○ Revise the CCS program to identify a defined, appropriately titled admission/exit option leading to a certificate recognized by employers seeking Educational Assistants, with program revision submissions to Education Council and VPAC <b>by 30<sup>th</sup> September 2019</b> ; explore more flexible delivery options, including open enrolment, for an EA pathway, with the support of the Dean</li> </ul>
<p><b>Next scheduled PR (5 – 7 years):</b></p>	<p><b>2023</b></p>




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Vice-President, Academic and Provost

