**Curriculum Renewal:**

**Analysis and Action Plan Template 2014/15**

| **Program Coordinator:**  | **Tracy Partridge** | **School:** | **CD&H** |
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| **Program Code:** | **EST** | **Date Completed:** | **November 19, 2014** |
| **Program Name:**  | **Esthetician** |

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| **A. Analysis of Indicators****Reflect on, and discuss, the following indicators in the context of the curriculum and program:**   |
| 1. **Industry / Sector Trends**
	1. Identify any new or emergent *industry or sector* related issues and trends over the past year that will impact your program?
	2. What are the Advisory Committee recommendations from the past year that will affect the positioning, nature, or scope of your program?
	3. What information / observations have been generated via faculty and staff professional development, engagement in sectoral and profession associations, or involvement in community and employer networks connected to the field?
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| **2. Curriculum Development*** 1. Identify any curriculum changes in the last year such as changes in course content and course materials, course / program outcomes, innovative delivery approaches, and/or assessment practices.
	2. Does the current curriculum align with the college’s e-learning strategy which strives to have all Fleming graduates experience technology enhanced learning in each semester of their program? Identify courses where possible.
	3. Does the current curriculum align with the College’s Strategic Plan to *“infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues.” (Goal 3.3)* Please identify which courses/experiences in the students’ program that sustainability issues are addressed.
	4. Identify any recent or anticipated initiatives that promote student pathways including partnerships with high schools, program laddering, university transfer / articulations, or continuing education?
	5. Identify any new competitor programs and/or re-positioning of existing programs?
	6. Identify if there are any new or changing provincial standards, standards for accreditation, credentials, and / or industry or sector certifications over the past year?
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| **3. Applied Learning*** 1. Does the current program contain a discrete Applied Learning opportunity for students? If yes, which category of Applied Learning is fulfilled?

\_\_\_ Field Work (Indirect Supervision)\_X\_\_ Field Work (Direct Supervision)\_\_\_ Co-op\_\_\_ Applied Project / Applied Research Project * 1. If the answer to 3.1 is no, are there plans to create a discrete Applied Learning opportunity for students within this program? Why or why not?
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| **4. Student and Graduate Satisfaction**4.1 Comment upon this year’s Key performance indicators (KPI # 4, 8, 9, and 11) regarding student and graduate satisfaction (\*reference Fleming Data Research website)4.2 Review and discuss student retention on a semester by semester basis over the past year. |
| **B. Curriculum Strengths and Challenges** Summarize the curriculum strengths and challenges identified by the team.  |
| **STRENGTHS OF EST PROGRAM*** **Curriculum placement in program on a semester basis is logical, current or ahead of industry standards. Emphasis on Body Treatments, Aromatherapy and the addition of Oncology and Cosmetic Chemistry sets our program apart from other Ontario Colleges that offer esthetics programs.**
* **EST faculty utilize the Desire2Learn (D2L) system to enhance student learning and experience by posting all lectures in advance or directly following class, posting course notes prior to class so students may come prepared, using discussion boards to encourage dialogue, using drop boxes to ensure timely and fair collection of assignments and posting rubrics prior to practical assessments so student know what the expectations are.**
* **The EST faculty have cultivated a network of industry experts that guest lecture or host the EST students at their place of business. We continue to enjoy this working relationship with Ste. Anne’s Spa, The Balnea Institute (Eve Taylor Skin and Body Care, Advanced Mineral Makeup), Aesthetician’s Supply, Sparitual and Moor Mud. These opportunities allow students to make connections with people in the industry for further professional development or to set up accounts of their own to purchase tools and supplies.**
* **EST faculty are motivated and eager to engage in relevant professional development opportunities that will benefit the EST program, the courses they teach and the student’s experience. Faculty have most recently focused on Oncology Esthetics, Medical Pedicures, Semi-permanent Lash Extensions and skin care exclusive to chemotherapy clients.**

**CHALLENGES OF THE EST PROGRAM** * **Time, there never seems to be enough time within the core EST courses to get everything we want to teach included. Having enough lab time to ensure students the opportunity to practice is also a consistent issue on Faculty Evaluations. The esthetics industry is constantly evolving and new products and services are being introduced. It is difficult to remain current, try to figure out what is no longer needed and then find a balance of what skills, products and machines they will be required to use upon graduation.**
* **Location is historically and issue for the EST program. Being at a satellite campus, the only full time program on site, has it’s challenges. Lack of food services other than a vending machine, counselling once a week for 3 hours (this year you had to book your appointment by the day before at noon, or Hymers Wilson, the counsellor, was not permitted to come to Cobourg), lack of housing is an issue in the Spring and Summer when parents are trying to get their children a safe home to live in and lack of sports and extra-curricular activities is an issue for some applicants. We would have more enrolment if we were at the Sutherland Campus.**
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| **C. Action Plan**Identify priority actions for the next year and the rationale for their inclusion. For each, indicate the project lead, and the proposed timelines for completion. **What resources are required to complete the action plan, i.e., software, equipment, and training?**  |
| * **New makeup line, Advanced Mineral Makeup, will be used in the Makeup Artistry course. It is the purest mineral makeup in the industry, does not contain fillers, does not allow bacteria to grow in product or on face and is recognized by the American and Canadian Cancer Society. This falls in line with the theory in the Oncology and Cosmetic Chemistry course. Tracy Partridge and Makeup Artistry faculty have made the connection to proceed with this product in the Spring Semester. Funds for the teaching supplies will come from the EST program budget. Students will purchase a personal kit from the Follett Bookstore.**
* **A new, small and specialized skin care line, Techniche, will be used and taught in Oncology and Cosmetic Chemistry. This product is designed for the fragilized skin and immune system of a client who is undergoing chemotherapy. This will introduce the students to a specialty line for a client who is at risk of infections and whose skin has changed due to cancer treatments. Tracy Partridge and Oncology and Cosmetic Chemistry faculty have made the connection to proceed with this product in the Winter Semester. Funds for teaching supplies will come from the EST program budget. Retail products will be available at Essentials, the Spa at Fleming and the funds to purchase them will come from the Spa budget.**
* **Medical Pedicures will be included in Introduction to Medical Esthetics. This modality is important to include as there is a growing amount of fungal infections and Diabetic clients in the spa industry. This skill will allow our graduates to work on clients that the Health Unit otherwise deem a risk. By using an efile instead of metal implements, the risk of cutting a Diabetic client is greatly reduced to almost zero. Having the product knowledge and access to antifungal treatments, the esthetician can treat and help clients with onychomycosis and tinea pedis, instead of turning them away as the Health Unit would dictate. This gives students an excellent advantage in a job competition. Tracy Partridge has made the connection and will purchase the vacuum suction e file used professionally in the industry for Medical Pedicures to give students the industry level experience required. Funds to purchase the e file will come from the EST program budget.**
* **Propose to eliminate FLPL 104 Practical Spa Experience One and add those two hours to the lab portion of COSM 6 Pedicure. Historically these two hours are utilized for the other partner in Pedicure to get a chance to practice the skill learned that week. It should reflect on the Grid what the two hours actually get used for going forward, especially if we move the program to the Sutherland Campus. Tracy Partridge will meet with Erica Jackson to change the Grid upon approval.**
* **Propose a name change for FLPL 105 Practical Spa Experience Two to Practical Spa Experience One and FLPL 106 Practical Spa Experience Three to Practical Spa Experience Two if the elimination of FLPL 104 gets approved. Tracy Partridge will meet with Erica Jackson to change the Grid upon approval.**
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| **D. Deferred Actions**Record any issues that will need to bemonitored, researched, or deferred for future action. |
| * **Moving EST program to the Sutherland Campus in the future.**
* **Development of a January Intake for the EST program, if the program moves to Peterborough.**
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| **E. Attach an updated Program Curriculum Map to your report**  |
| Please file an updated Program Curriculum Map in folder named Program Curriculum Map.: **S:\shared data\CLT\School Name\Program Name\Program Curriculum Map** |