## Vancouver Community College
### EDUCATION COUNCIL

### MEETING AGENDA
May 10, 2016, 3:30 – 5:30 pm, Room 240 DTN

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td></td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>May 10, 2016 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>April 12, 2016 Minutes</td>
<td>Approval</td>
<td>3-7</td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
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<tr>
<td>5.</td>
<td>Business Arising</td>
<td></td>
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<tr>
<td></td>
<td>a) Follow-up from April EDCO meeting</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>b) Indigenous Education and Community Engagement</td>
<td>2 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>c) Academic Schedule</td>
<td>10 min</td>
<td>Brian Beacham</td>
<td>Decision Note, Academic Schedule</td>
<td>Decision</td>
<td>10-19</td>
</tr>
<tr>
<td></td>
<td>d) Culinary Arts Program Update</td>
<td>5 min</td>
<td>Dennis Innes</td>
<td>Information Note</td>
<td>Information</td>
<td>20-21</td>
</tr>
<tr>
<td></td>
<td>e) Fashion Design &amp; Production Update</td>
<td>2 min</td>
<td>Todd Rowlatt</td>
<td>Verbal Update</td>
<td>Information</td>
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</tr>
<tr>
<td>6.</td>
<td>Standing Committee Reports</td>
<td></td>
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<tr>
<td></td>
<td>a) Curriculum Committee</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>i) Certified Dental Assisting – Onsite</td>
<td>10 min</td>
<td>Michele Rosko</td>
<td>Decision Note, PCG’s</td>
<td>Decision</td>
<td>22-38</td>
</tr>
<tr>
<td></td>
<td>ii) Certified Dental Assisting – Distance program</td>
<td>15 min</td>
<td>Michele Rosko</td>
<td>Decision Note, PCG, course outlines</td>
<td>Decision</td>
<td>39-120</td>
</tr>
<tr>
<td></td>
<td>iii) Dental Reception Coordinator program</td>
<td>15 min</td>
<td>Michele Rosko</td>
<td>Decision Note, PCG, course outlines</td>
<td>Decision</td>
<td>121-163</td>
</tr>
<tr>
<td></td>
<td>iv) SIGN 3000</td>
<td>10 min</td>
<td>David Wells</td>
<td>Decision Note, course outline</td>
<td></td>
<td>164-173</td>
</tr>
<tr>
<td></td>
<td>v) Academic Foundations new courses: CRIM 1150, CRIM 1160, GEOG 1100, GEOG 1110, INDG 1100</td>
<td>15 min</td>
<td>David Wells</td>
<td>Decision Note, course outlines</td>
<td>Decision</td>
<td>174-202</td>
</tr>
<tr>
<td></td>
<td>vi) Visual Communication and Design Diploma</td>
<td>15 min</td>
<td>Lorena Espinoza</td>
<td>Decision Note, PCG, course outlines</td>
<td>Decision</td>
<td>203-370</td>
</tr>
<tr>
<td></td>
<td>b) Education Policy Committee</td>
<td></td>
<td></td>
<td>No report</td>
<td>No report</td>
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<tr>
<td></td>
<td>c) Appeals Oversight Committee</td>
<td></td>
<td></td>
<td>No report</td>
<td>No report</td>
<td></td>
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<tr>
<td>Item</td>
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<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
<td>Action</td>
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<tr>
<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>5 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal report</td>
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<tr>
<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
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<td>8.</td>
<td>Member Reports</td>
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<td>9.</td>
<td>Pending Items</td>
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<td>None</td>
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<td>11.</td>
<td>Next meeting:</td>
<td></td>
<td>Todd Rowlatt</td>
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<td></td>
<td>June 14, 2016, 3:30-5:30, Room 5025 BWY</td>
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<tr>
<td>12.</td>
<td>Adjournment</td>
<td></td>
<td>Todd Rowlatt</td>
<td></td>
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<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30 p.m.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by J. Weiten and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by T. Thomson and seconded THAT the minutes of March 8 and March 29, 2016 be adopted. Minor revisions were identified. All in favour of revised minutes. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>T. Rowlatt relayed a thank you note from Judith McGillivray.</td>
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</table>
| 5.   | Business Arising       | a) Contract Training Update K. McNaughton presented these reports, noting that they reflect the tremendous amount of work being done at the school level. T. Rowlatt mentioned that is for information only.
|      |                        | There were three questions regarding the School of Access. K. McNaughton will get answers and report back to EDCO next month:
|      |                        |   - Why does “Project Based Training” show contract amount as confidential?
|      |                        |   - There is no timeline for “Applied Science Technologies and Technicians of BC.” Is that because it has been completed?
|      |                        |   - What does the “Planning for Canada” contract refer to?
|      | b) Update on CD Funded Projects | K. McNaughton thanked the members of the CD Adjudication Committee for their work reviewing proposals and department leaders and faculty for their work preparing proposals. The Committee worked hard to take a balanced approach to awarding funds and followed the three criteria outlined in the Information Note.
<p>|      |                        | There was discussion regarding whether or not using CD funds for accreditation purposes is appropriate. It appears as though there is a lot more money to disburse than there actually is, and these areas are not actually applying for funds, rather they are being administered off the top. |</p>
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<th>Discussion</th>
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<tr>
<td></td>
<td></td>
<td>K. McNaughton commented that accreditation is recognized as a separate component of CD funding in many ways, and yearly accreditation requirements need to be addressed. She admits that this has broader financial support and quality assurance implications and would like to explore and discuss this in greater detail.</td>
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<td>D. Sargent commented that many of the activities related to accreditation are curriculum related and are being addressed in response to the recommendations from reviewers.</td>
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<td></td>
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<td>P. Yeung asked if projects not funded this time around will have priority next time. K. McNaughton answered that this is a question for the committee and she will ask them to think about this.</td>
</tr>
<tr>
<td>c)</td>
<td>PIDP Partnership Agreement</td>
<td>K. McNaughton presented this information note and advised that many Council members may meet the College of the North Atlantic-Qatar representatives when they visit in May. A final agreement will be presented to EDCO and the Board.</td>
</tr>
</tbody>
</table>
| d)   | New Program Proposal – Denturist | D. Sargent explained that this revised 3 year program reflects changes in national competencies and accreditation standards.  
There was discussion regarding the number of intakes and space required to manage this. D. Sargent assured Council that all options are being considered, with the goal of offering yearly intake.  

**Motion:** Moved by J. Weiten and seconded that Education recommend the Board approve the continued development of the Denturist program.  
All in favour. **Motion carried.** |
| 6.   | Committee Reports  
   a) Curriculum Committee  
   i) ELSK 0930 | C. Leggatt presented this proposal.  

**Motion:** Moved by D. Branter and seconded THAT Education Council approve the new course Intensive Academic Reading and Writing ELSK 0930. |
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<th>Discussion</th>
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<tr>
<td></td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>ii)</td>
<td>Renal Dialysis Technician Citation</td>
<td>R. Bennett presented this proposal.</td>
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<tr>
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<td></td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the curriculum for the renewed Renal Dialysis Technician program and recommends the Board of Governors approve the new credential Renal Dialysis Technician Citation.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>iii)</td>
<td>Fashion Design &amp; Production Diploma</td>
<td>A. Korens presented this proposal.</td>
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<td>There was a question regarding the existence of a PCG for the Certificate granted after year 1. After lengthy discussion it was determined that a PCG for the Certificate must be produced so the credential can be recognized. A. Korens will produce a new PCG and adjust the program learning objectives to address this credential.</td>
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<tr>
<td></td>
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<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the curriculum for the Fashion Design and Production program and recommends the Board of Governors approve the new credential Fashion Design and Production Diploma.</td>
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<td></td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td></td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded that Education Council approve the Fashion Design and Production Certificate Program Content Guide after review by the Chair of Education Council, Chair of Curriculum Committee and Registrar and recommends the Board of Governors approve the new credential Fashion Design and Production Certificate.</td>
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<td></td>
<td>All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td>b)</td>
<td>Education Policy Committee</td>
<td>M. Tunnah presented this decision note and thanked V. Adams for her work on this policy.</td>
</tr>
<tr>
<td>i)</td>
<td>D.1.3 Copyright</td>
<td><strong>Motion:</strong> Moved by M. Tunnah and seconded that Education Council recommend the Board approve D.1.3 Copyright Policy and Procedures.</td>
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<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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</table>
| ii) | D.1.5 Use of Library Resources | M. Tunnah presented this decision note.  
**Motion: Moved by M. Tunnah and seconded that Education Council recommend the Board approve D.1.5 Use of Library Resources Policy and Procedures.**  
All in favour. **Motion carried.** |
|     |     | |
| c)  | Appeals Oversight Committee | D. Sargent chaired a meeting of this committee in March. The Terms of Reference were reviewed and some gaps in membership and duties were identified. The membership is currently lacking a student representative and a faculty representative.  
The list of individuals who have had tribunal training was reviewed. There was discussion on how best to move forward with the next round of training. The next meeting is on May 2nd. |
| d)  | Program Review and Renewal Ad Hoc Committee | J. Zakoor presented the decision note, advising that all reviews are complete and summaries are available on the J:/ drive.  
**Motion: Moved by J. Zakoor and seconded THAT Education Council approve the Terms of Reference for the new EDCO Program Review and Renewal Standing Committee.**  
All in favour: **Motion carried.**  
**Motion: Moved by J. Zakoor and seconded that Education Council approve the dissolution of the Ad Hoc Program Review Committee.**  
All in favour. **Motion carried.**  
**Election of Program Review and Renewal Standing Committee Chair:**  
First call for nominations:  
T. Rowlatt nominates J. Zakoor. Nomination accepted.  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none. |
<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>Chair Report</td>
<td>T. Rowlatt presented the Information Note which summarizes his note to the Board and other EDCO initiatives. The 2015 Annual Report is a summary of EDCO and committee work over the past year. The Planning Calendar is presented in the same format as for Board committees. Some small formatting issues were identified and will be corrected.</td>
</tr>
<tr>
<td>8.</td>
<td>EDCO Member Report</td>
<td>No report</td>
</tr>
<tr>
<td>9.</td>
<td>Pending Items</td>
<td>None</td>
</tr>
<tr>
<td>10.</td>
<td>Next meeting</td>
<td>May 10, 2016, 3:30-5:30, Room 240, DTN</td>
</tr>
<tr>
<td>11.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 4:48 p.m.</td>
</tr>
</tbody>
</table>

**ATTENDEES:**
- Todd Rowlatt
- Jo-Ellen Zakoor
- Kathryn McNaughton
- Dave McMullen
- Debbie Sargent
- David Branter
- Jan Weiten
- Mike Tunnah
- Taryn Thomson
- Nona Coles
- Elle Ting
- Charly Jadranin
- Paul Yeung

**REGRETS:**
- Leah Nusgart
- Janet Theny
- David Wells
- Rick Cyr

**GUESTS:**
- Carrie Leggatt
- Gordon McIvor
- Rebeccah Bennett
- Andrea Korens

**RECORDING SECRETARY:**
Nicole Degagne

Todd Rowlatt, Chair
VCC Education Council
The update on contracts administered by Vancouver Community College’s schools and centres was presented at the Education Council meeting of April 12, 2016. Following that presentation, a number of questions were raised. The purpose of this information note is to provide additional information to members of Education Council.

Question: There are some contract amounts that were listed as “confidential”. Is it possible to share those amounts?

Answer: When the contract training report was initially prepared in November 2015, it contained three proposals which we anticipated would be part of a competitive bidding process. For strategic reasons, we did not want the proposal amounts made public.

Question: What are the contract amounts that the Centre for Immigrant Integration currently monitors?

Answer: The contract amounts that the Centre for Immigrant Integration currently monitors are listed below:

1. LINC Extension (2016-2017) $ 4,170,013
2. CiCan Planning for Canada (Immigrant Pre-Arrival Services)  68,278
3. CALP (MPNH, NEC & Atira) projects finish May 1, 2016  67,000

Question: What is the status of the contract with ASTTBC (Fire Inspection Technician)?

Answer: The contract with ASTTBC (Fire Inspection Technician valued at $70,255 was completed on March 31st, 2016.

PREPARED BY:
Kathryn McNaughton
Vice President Academic, Students & Research
INFORMATION NOTE

PREPARED FOR: Education Council
DATE: May 2, 2016
ISSUE: Change of terminology

You may have noticed a recent email from Mihaela Vasilache regarding the change of name in what was formerly Aboriginal Education and Community Engagement. Effective immediately, the department name will be Indigenous Education and Community Engagement. The result will be changes to signage, marketing materials, signature lines, and correspondence.

This change is brought to Education Council for information.

PREPARED BY:
Kathryn McNaughton
Vice President Academic, Students & Research
DECISION NOTE

3rd May, 2016
File:

PREPARED FOR: Education Council

ISSUE: Academic Schedule/Calendar 2017-18

Background:

The Academic Schedule/Calendar document is prepared in accordance with the Academic Schedule Policy C.3.13. to identify dates that reflect the scheduling (start and end dates) of programs as well as courses not part of a program, dates important for students to note in relation to their program/course, as well as dates that impact the entire College community.

Discussion:

The Academic Schedule/Calendar 2017-18 has been created in consultation with the Dean of each School for the 2017-18 year. The Calendar identifies the start and end date of each term, the statutory holidays, and any days that the College will be closed during this period. In addition to the Calendar is a list of Programs and Courses for each School, the type of delivery for example class based, self-paced, full-time or part-time where it applies to a program or course, and the Term when the intake/s occur.

RECOMMENDATION:

That Education Council recommend to the Board of Governors to approve the Academic Schedule/Calendar 2017-18 as presented

Kathryn McNaughton
VP Academic, Students and Research

DATE SIGNED
May 3, 2016

ATTACHMENTS:
Appendix A: Academic Schedule/Calendar 2017-18

PREPARED BY:
Brian Beacham
Director, Institutional Research
604 871 7000 ext 7011
<table>
<thead>
<tr>
<th>Reviewed by</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President Academic, Students and Research</td>
<td>Kology</td>
<td>05/10/16</td>
</tr>
<tr>
<td>Author</td>
<td></td>
<td>05/10/16</td>
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<tr>
<td>Terms and Breaks</td>
<td>Statutory Holidays</td>
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<td>------------------</td>
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<tr>
<td><strong>Fall Term 2017</strong></td>
<td><strong>Labour Day</strong> Monday September 4th 2017</td>
<td></td>
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<tr>
<td>5th September 2017 to 21st December 2017</td>
<td><strong>Thanksgiving</strong> Monday October 9th 2017</td>
<td></td>
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<tr>
<td><strong>Winter Term 2018</strong></td>
<td><strong>Remembrance Day</strong> Monday November 13th 2017</td>
<td></td>
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<tr>
<td>2nd January 2018 to 30th April 2018</td>
<td><strong>Family Day</strong> Monday February 12th 2018</td>
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<tr>
<td><strong>Spring/Summer Term 2018</strong></td>
<td><strong>Good Friday</strong> Friday March 30th 2018</td>
<td></td>
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<tr>
<td>1st May 2018 to 30th August 2018</td>
<td><strong>Easter Monday</strong> Monday April 2nd 2018</td>
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<tr>
<td><strong>Christmas Closure</strong></td>
<td><strong>Victoria Day</strong> Monday May 21st 2018</td>
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<tr>
<td>22nd December 2017 to January 1st 2018</td>
<td><strong>Canada Day</strong> Saturday July 2nd 2018</td>
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<tr>
<td><strong>VCC Day</strong></td>
<td><strong>BC Day</strong> Monday August 6th 2018</td>
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<tr>
<td>1st November, 2017 (1st Wednesday in November)</td>
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### Academic Schedule 2017-18

#### Terms and Breaks

- **Fall Term 2017**: 5th September 2017 to 21st December 2017
- **Winter Term 2018**: 2nd January 2018 to 30th April 2018
- **Spring/Summer Term 2018**: 1st May 2018 to 30th August 2018

#### Statutory Holidays

- **Labour Day**: Monday September 4th 2017
- **Thanksgiving**: Monday October 9th 2017
- **Remembrance Day**: Monday November 13th 2017
- **Family Day**: Monday February 12th 2018
- **Good Friday**: Friday March 30th 2018
- **Easter Monday**: Monday April 2nd 2018
- **Victoria Day**: Monday May 21st 2018
- **Canada Day**: Saturday July 2nd 2018
- **BC Day**: Monday August 6th 2018

### Terms and Breaks

<table>
<thead>
<tr>
<th>Terms and Breaks</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Fall Term 2017</td>
<td>5th September 2017</td>
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<td>1st May 2018</td>
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### Statutory Holidays

<table>
<thead>
<tr>
<th>Statutory Holidays</th>
<th>Date</th>
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<tbody>
<tr>
<td>Labour Day</td>
<td>Monday September 4th 2017</td>
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<td>Canada Day</td>
<td>Saturday July 2nd 2018</td>
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<td>BC Day</td>
<td>Monday August 6th 2018</td>
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</tbody>
</table>

### Academic Calendar

#### Fall Term 2017: 5th September 2017 to 21st December 2017

- **Labour Day**: Monday September 4th 2017
- **Thanksgiving**: Monday October 9th 2017
- **Remembrance Day**: Monday November 13th 2017
- **Family Day**: Monday February 12th 2018
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- **Victoria Day**: Monday May 21st 2018
- **Canada Day**: Saturday July 2nd 2018
- **BC Day**: Monday August 6th 2018

#### Winter Term 2018: 2nd January 2018 to 30th April 2018

#### Spring/Summer Term 2018: 1st May 2018 to 30th August 2018

### Winter Term 2018: 2nd January 2018 to 30th April 2018

#### Winter Term 2018 Dates

- **Labour Day**: Monday September 4th 2017
- **Thanksgiving**: Monday October 9th 2017
- **Remembrance Day**: Monday November 13th 2017
- **Family Day**: Monday February 12th 2018
- **Good Friday**: Friday March 30th 2018
- **Easter Monday**: Monday April 2nd 2018
- **Victoria Day**: Monday May 21st 2018
- **Canada Day**: Saturday July 2nd 2018
- **BC Day**: Monday August 6th 2018

### Spring/Summer Term 2018: 1st May 2018 to 30th August 2018

#### Spring/Summer Term 2018 Dates

- **Labour Day**: Monday September 4th 2017
- **Thanksgiving**: Monday October 9th 2017
- **Remembrance Day**: Monday November 13th 2017
- **Family Day**: Monday February 12th 2018
- **Good Friday**: Friday March 30th 2018
- **Easter Monday**: Monday April 2nd 2018
- **Victoria Day**: Monday May 21st 2018
- **Canada Day**: Saturday July 2nd 2018
- **BC Day**: Monday August 6th 2018

#### Academic Term Dates

- **Winter Term 2018**: 2nd January 2018 to 30th April 2018
- **Spring/Summer Term 2018**: 1st May 2018 to 30th August 2018

### Holiday Breaks

- **Labour Day**: Monday September 4th 2017
- **Thanksgiving**: Monday October 9th 2017
- **Remembrance Day**: Monday November 13th 2017
- **Family Day**: Monday February 12th 2018
- **Good Friday**: Friday March 30th 2018
- **Easter Monday**: Monday April 2nd 2018
- **Victoria Day**: Monday May 21st 2018
- **Canada Day**: Saturday July 2nd 2018
- **BC Day**: Monday August 6th 2018
## School of Arts and Science

<table>
<thead>
<tr>
<th>Program</th>
<th>Notes:</th>
<th>Terms when programs are offered</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Fall 2017</td>
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<tr>
<td>ABE Lab - Purple Door - Computer Studies</td>
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<td>ABE Youth Program</td>
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<tr>
<td>Access to Career Education - Career Programming</td>
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<td>ASL &amp; Deaf Studies - ASL Level 1</td>
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<td>Basic Education - Computers</td>
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<tr>
<td>Basic Education - English</td>
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<tr>
<td>Basic Education - Math</td>
<td>Class-based, Self-paced, Continuous intake</td>
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<tr>
<td>Basic Education - Outreach</td>
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<td>College and Career Access - English &amp; Social Sciences</td>
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<td>College and Career Access - English Skills and Prep</td>
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<td>College Foundation - Biology</td>
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<td>College Foundation - Chemistry</td>
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<td>College Foundation - English</td>
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<td>College Foundation - Law</td>
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<td>College Foundation - Math</td>
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<tr>
<td>College Foundation - Physics</td>
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<td>College Foundation - Psychology</td>
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<td>Community &amp; Career Education - Food Services Careers</td>
<td>(FSCR) Full-Time</td>
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<td>Community &amp; Career Education - Managing Your Money</td>
<td>(CCED) Part-Time</td>
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<td>Dance - Diploma</td>
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<tr>
<td>Deaf &amp; Hard of Hearing - ASL and Literacy</td>
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<td>Deaf &amp; Hard of Hearing - Job Readiness</td>
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<td>English as Another Language - CELBAN Prep</td>
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<td>LINC - Levels 1 - 8</td>
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<td>Music - Bachelor of Applied Music: Classical</td>
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<tr>
<td>Music - Bachelor of Applied Music: Jazz and Contemporary Music</td>
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<td>Music - Bachelor of Applied Music: World</td>
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<td>Music - Community &amp; Part-Time Courses</td>
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<td>Music - Diploma: Classical Voice</td>
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<td>Music - Diploma: Contemporary Instrumental Music</td>
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<td>Music - Diploma: Jazz/Contemporary Voice</td>
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<tr>
<td>University Transfer - Biology</td>
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<td>University Transfer - Chemistry</td>
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<td>University Transfer - Computer Science</td>
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<td>University Transfer - Engineering Transfer Certificate</td>
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<td>University Transfer - ERM Transfer Certificate</td>
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<td>University Transfer - Psychology</td>
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<td>University Transfer - Science and Engineering</td>
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<tr>
<td>University Transfer - Sociology</td>
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<td>Visually Impaired - Adult Program</td>
<td>Self-paced, Continuous intake</td>
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<td>Visually Impaired - Applied Technology</td>
<td>Self-paced, Continuous intake</td>
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<tr>
<td>Visually Impaired - Office Administration</td>
<td>Self-paced, Continuous intake</td>
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<th>Program</th>
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<tbody>
<tr>
<td>Building Manager Certificate</td>
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<tr>
<td>Building Service Worker</td>
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<td>Business and Technical Writing Certificate</td>
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<td>Business Leadership and Management Certificate</td>
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<td>Canadian Gemmological Association Diploma</td>
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<td>Canadian Gemmological Association Diploma Part-Time</td>
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<td>Counselling Skills Certificates (Addictions &amp; Community Counselling Programs)</td>
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<td>Creative Writing</td>
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<td>Early Childhood Education</td>
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<td>Fashion Design &amp; Production Diploma</td>
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<td>Fashion Merchandising</td>
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<td>Interior Design</td>
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<td>Jewellery - Non-credit</td>
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<td>Leadership Certificate</td>
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<td>Makeup Artistry Certificate</td>
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<td>Management Skills for Supervisors Certificate</td>
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<td>Master Valuer Appraisal Certificate of Completion</td>
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<td>Medical Device Reprocessing Technician</td>
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<td>NETT (Networking Technology) Program</td>
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<td>Paralegal</td>
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<td>Small Business</td>
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<td>Sport and Recreation Management Certificate</td>
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<td>Tea Sommelier</td>
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<td>Volunteer Management</td>
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<td>Wedding and Event Management Certificate</td>
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<td>Wine Sommelier</td>
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<th>Program</th>
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<tr>
<td>Access to Practical Nursing</td>
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<td>Acute Care Skills for Health Care Assistants</td>
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<td>Bachelor of Science (Nursing)</td>
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<td>Advanced Entry</td>
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<td>Certified Dental Assisting - Distance Delivery</td>
<td>Non-term based - monthly intakes</td>
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<td>Certified Dental Assisting (on-site)</td>
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<td>Dental Hygiene</td>
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<td>Dental Reception Coordinator</td>
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<td>Dental Technology</td>
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<td>Health Care Assistant</td>
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<td>Health Care Assistant - ESL</td>
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This Academic Schedule is subject to change
### School of Hospitality, Food and Business

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<td>Baking &amp; Pastry Arts - ACE-IT Foundation</td>
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This Academic Schedule is subject to change

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Terms when programs are offered
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<th>Winter 2018</th>
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<td>Provincial Instructor Diploma</td>
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<tr>
<td>Automotive Collision - Apprentice Level 1</td>
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<td>Hair Design</td>
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INFORMATION NOTE

PREPARED FOR: Education Council

ISSUE: Culinary Arts

BACKGROUND: The refresh of the Culinary Arts program was started just over a year ago and we are planning to have the updated curriculum completed by the end of June, 2016. Please see the attachment which gives a breakdown of what has been done so far, current activity and activities needed to complete the project.

There have been changes in some of our delivery in response to student demand, industry and the Industry Training Authority (ITA) feedback. The ITA is the arm of the government that funds trades training and prescribes the outcomes.

- We are now offering our Workplace Professional Cook 1/2/3 in Block Release (full-time for 5 weeks) and Day Release (two days a week for 10 weeks). These offerings are for cooks who are being sponsored by an employer. There are no changes in the number of contact hours or outcomes.

- We have stopped offering an intake of Institutional Professional Cook 2 every month. This is a 4-month program that supports food preparation for JJ’s. Instead, we will be “shot gunning” 4 cohorts (80 students) starting in September and another 4 cohorts in January. There are no changes in the number of contact hours or outcomes. We are starting this in September, 2016 with the current curriculum.

DISCUSSION: We are planning to begin offering the new curriculum for Professional Cook 1 and Professional Cook 2 in January 2017.

Prepared by: Dennis Innes
Dean, School of Trades

Dated: April 30, 2016
Culinary Program - Curriculum Development Update

1. PAST: The curriculum development work completed to date include:
   - Department mission statement
   - Program goal
   - Learner profile
   - Program learning outcomes
   - Key concepts and skills
   - PC1 and PC2 courses
     - Course goals
     - Course outcomes
     - Course objectives
   - Program design model (11 month Certificate program – 7 month PC1 And 4 Month PC2)
   - Gap analysis with ITA and program objectives
   - Product flow chart
   - Course blue prints (in-progress)
   - Course time frames (breaking down the course by week/day/hour)
   - Team handbook to guide the various teams in reaching their deliverables.

2. PRESENT: The Curriculum development team is currently working on the following:
   - Course learning activities
   - Formative and summative assessments
   - Collaborating with the Production and Facilities teams to determine production levels
   - Working with the recipe team to identify, develop and digitize recipes
   - Supporting various faculty in the development of learning activities

3. FUTURE: Curriculum development will continue to work with other teams and faculty members to:
   - Complete sample learning activities
   - Develop assessment tools and activities
   - Create lesson plans, course materials and demo videos
   - Identify course resources
   - Develop curriculum documentation (PCG and course outlines)
   - Develop an online strategy for the Program and courses – blended delivery model
DECISION NOTE

2 May 2016

PREPARED FOR: Education Council

ISSUE: Changes to Certified Dental Assistant (On-Site and Distance) PCGs

BACKGROUND:
This proposal, presented by Michele Rosko, changes the admission requirements in both PCGs to recognize the practice of allowing students who have taken the Dental Reception Coordinator program to ladder into the Certified Dental Assistant programs. This is reflected in the PCGs by exemptions for some Admission Requirements. In addition the PCGs contain the new Letter Grade/Percentage equivalents.

DISCUSSION:
The committee requested two changes in the PCGs for clarity. These changes have been made. Some discussion took place around the use of the verb “Demonstrate” in two Program Learning Outcomes but since those outcomes had passed through Education Council earlier it was decided they should remain as is.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to the PCGs for the Certified Dental Assistant programs.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Certified Dental Assisting – onsite and distance

ANTICIPATED START DATE: September 2016

Curriculum Developer: Michele Rosko  Title: Department Head
School/Centre: School of Health Sciences  Department: Certified Dental Assisting/Dental Reception
E-mail: mrosko@vcc.ca  Phone/Ext.: 8492

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

☐ NEW COURSE(S)  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.

☑ CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Credential

☐ Prior Learning Assessment and Recognition (PLAR)

☐ Program Admission Requirements

☐ Program Learning Outcomes (Indicate outcome number(s): __________)

☐ Grading system (at variance with policy C.1.1 Course/Program Grading)

☐ Program duration/maximum allowable time for completion

☐ Program GPA requirements

☐ Program/Course Credit Hours

☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)

☐ Course sequencing (that impacts the year the course is offered in)

☐ Other: __________________________________________________

☑ MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Course Description

☐ Program Purpose

☐ Recommended Student Characteristics

☐ Course Sequencing (that does not impact year the course is offered in)

☐ Course Name/Number

☐ Course Pre-requisite(s)/Co-requisite(s)

☐ Course Learning Outcomes

☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)

☐ Instructional Delivery Mode

☐ Language (e.g., Typos, Spelling Errors, etc.)

☐ Other: __________________________
### B) ATTACHED DOCUMENTATION

- Program Content Guide

  **Course Outline(s)**

  All new, revised or replacement courses *must be approved in advance* with the Registrar’s Office.

### C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
   For new courses, provide a rationale for developing the course.

   **Background:**
   The English language proficiency admission requirements for the Dental Reception Coordinator (DRC) program are less rigorous than the Certified Dental Assisting programs. Additionally, the Dental Reception Coordinator program does not have a biology requirement.

   Many students who do not meet the pre-requisites of the Certified Dental Assisting (CDA) program often take the DRC program and then “ladder” into the CDA program.

   **Discussion:**
   It has been the practice for many years to admit graduates of the DRC program directly into the CDA program utilizing their DRC certificate in lieu of meeting the CDA admission requirements.

   This long standing practice is now reflected “officially” in the PCG.

   Both PCGs have been updated with the new grading scale to comply with policy. In addition, the course outlines have been updated as follows:
   - “C+=64%” has been updated to “C+=64-67%”
   - “C+=64-67%; performance assignments graded S/U” has been updated to “C+=64-67%; performance assignments graded S”.

   **Recommendation:**
   That the VCC Curriculum Committee approve the proposed PCG.

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

   No
### D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

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<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
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<td>✓ Faculty/Department</td>
<td>• Approved by faculty March 2, 2016</td>
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<td>Other Department(s)</td>
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<td>Assessment Centre</td>
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<td>Centre for Instructional Development</td>
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<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Financial Aid</td>
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<td>Learning Centre</td>
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<td>Library</td>
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<tr>
<td>✓ Registrar’s Office / Advising / Recruitment</td>
<td>• Discussion/approval Rajeesh Kapoor March 1, 2016</td>
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<td>Related additional Student Services</td>
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<td>Institutional Research (IR)</td>
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<td>Safety and Security</td>
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<td>Apr 20, 2015 /Oct 5, 2015</td>
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<tr>
<td>✓ Affiliation, Articulation and/or Accreditation bodies</td>
<td>Updates/revisions recommendation (required) by Commission on Dental Accreditation (CDAC) site team May/2015. Once approved at VCC, copies will be forwarded to CDAC.</td>
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<td>PSIPS</td>
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<tr>
<td>DQAB</td>
<td>Update the CDA Provincial Articulation. Next meeting Mar 2016.</td>
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E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

   Subject Code: | Course #: | Credits: | Effective Term: |
   __________________ | ________ | ________ | ____________________ |

2. College Code: _________________ Level: _________________

   Division Code: _________________ Major: _________________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

   ☐ UT ☐ Applied ☐ ABE ☐ Differential ☐ Cost Recovery ☐ IE ☐ Contract

4. Finance Org Code: _________________

5. Tuition for all courses: Domestic: _________________ International: _________________

6. College Initiative fee to be charged? ☐ Yes ☐ No

7. Student Society fees? ☐ Yes ☐ No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: _________________

9. Classification Code: _________________

10. Taxonomy: _________________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. As Department Leader I certify that:
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   Michele Rosko by email April 8, 2016
   Name Sign off Date

2. As Dean/Director I certify that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Debbie Sargent by email April 8, 2016
   Name Sign off Date
Certified Dental Assisting (onsite) Certificate

Program Content Guide

Effective Date: September 2016
Goal

The Certified Dental Assisting Program (onsite) provides graduates with the knowledge and practical experience to enter a career as a Practising Certified Dental Assistant (CDA). Graduates will acquire the specialized knowledge, skills and attitudes to function as a dental health team member with dependent, interrelated and independent roles.

Admission Requirements

- Grade 12 graduation, or equivalent. *
- English 12 with a B grade or equivalent.*
- English Language proficiency [http://www.vcc.ca/applying/registrationservices/english-languageproficiency-requirements ] *
- Either Biology 11 or Biology 12 (human biology recommended) or equivalent. **

(*) Students who have completed the Vancouver Community College Dental Reception Coordinator program are exempt from these admission requirements.

(**) Students who have completed the Vancouver Community College Dental Reception Coordinator program and/or students who have completed the College of Dental Surgeons of British Columbia Provincial Radiography credential are exempt from this admission requirement.

Upon Acceptance:

- Criminal Record Check (CRC) is required upon acceptance to the program, 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 Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online.

  Note: The College of Dental Surgeons of British Columbia is the regulatory body for Certified Dental Assistants. They require each applicant to undergo another criminal records search prior to registration and certification. Registration and certification to practice is mandatory in BC.

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

  Proof of a negative tuberculosis (TB) skin test. In case of positive TB skin test, a negative TB chest x-ray report is required.

  Immunizations in the following are strongly recommended, and may be required for practicum placement in the program:
Pertussis
Diphtheria
Tetanus
Polio
Measles/Mumps/Rubella
Chicken Pox
Hepatitis B
Influenza (required annually)

Prior Learning Assessment & Recognition (PLAR)

- Those who possess the College of Dental Surgeons of British Columbia Provincial Radiography credential may be exempt from both the radiography theory component of the Patient Assessment 1, Patient Assessment 2 and Patient Assessment 3 courses and the clinical portion of radiography of Clinical Practice 1, Clinical Practice 2 and Clinical Practice 3 courses.

- Graduates of the VCC Dental Reception Coordinator program may be exempt from the office management and computer software component of Preparation for Practice 2 and Preparation for Practice 3 courses.

Program Duration

The Certified Dental Assisting Program is 10 months in length. Students must complete the program within three years. Please refer to Student Handbook for conditions for re-admission to the program.

Program Learning Outcomes

Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

- Apply the process of evidence-informed CDA practice.

- Integrate knowledge and critical thinking skills in CDA practice.

- Use problem-solving strategies and decision-making processes in CDA practice.

- Integrate ethics and professionalism into CDA practice.

- Demonstrate professional responsibility and accountability in CDA practice.

- Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
Instructional Activities, Design and Delivery Mode

The Certified Dental Assisting program (onsite) is offered on a full time basis, over three terms. Each term consists of both theory and clinical courses.

Theory courses are presented through online activities, lecture, small group discussion, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through partnerships with the University of British Columbia (UBC) Dental Clinic Program and practica rotations to dental practices.

Evaluation of Student Learning

The clinical competencies and the supporting theory are hierarchically organized within the context of the health model of Preparation for Practice; Patient Assessment; Planning, Implementation, and Evaluation of Practice and Clinical Practice. All terms focus on both the assisting and operator roles of the chairside (non-licensed) dental assistant and Certified Dental Assistant. Dental office practica are offered in all three terms.

Entry into the second and third terms is achieved through successful completion of the previous terms.

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

The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies provide the basis for evaluation. Students are evaluated using manikins, peers and patients. The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded for each clinical course. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation.

Course outlines are provided to the students on MOODLE (a computer learning management system).

Attendance of all classes and clinical experiences is required in order to truly understand and master the theoretical and practical components of the Certified Dental Assistant role. As per the departmental policy, described in the CDA Student Handbook, students must not miss more than 15% of scheduled classroom and clinical classes. Where a student exceeds this maximum, the College may withdraw the student from the program. Additionally, the department requires students demonstrate 100% attendance for community presentations, UBC Dental Clinic rotations and practica. The College may withdraw students who do not attend all scheduled days.
Recommended Characteristics of Students

- Ability to communicate effectively in both written and spoken English
- Empathic and caring attitude
- Ability to work independently and within a team environment
- Manual dexterity and hand/eye coordination
- Detail oriented
- Effective time management skills
- Computer literacy (email, word processing and use of the internet)

Physical precautions – Those with back problems may be affected by the physical demands of the profession. Sensitive skin and allergies may also be affected by some procedures and materials.
## Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>DENT 1501</td>
<td><strong>Preparation for Practice Theory 1</strong>&lt;br&gt;This lecture/seminar course introduces the student to the profession of Certified Dental Assisting. Course topics include interpersonal and inter-professional communication, conflict resolution in a health care setting, and the legal scope of practice of a Certified Dental Assistant (CDA). The course also focuses on the concepts and principles related to the preparation phase of patient care by emphasizing the dental equipment, instruments and armamentaria required for restorative dental procedures as well as the fundamentals of microbiology and the responsibility of the CDA for infection control. Additionally, students are introduced to patient records and dental charting.</td>
<td>3.0</td>
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<td>1</td>
<td>DENT 1502</td>
<td><strong>Patient Assessment Theory 1</strong>&lt;br&gt;This lecture/seminar course builds on the student's existing knowledge of human anatomy and physiology, focussing on body systems, head and neck anatomy, dental morphology and tooth development. Medical conditions and the use of various pharmaceuticals and their relationship to dental care are examined. Radiation safety, specific dental exposures and processing of radiographs are also introduced. Additionally emergency preparedness and response in the dental office is discussed. Cardio Pulmonary Resuscitation and Standard First Aid training is provided.</td>
<td>3.0</td>
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<td>1</td>
<td>DENT 1503</td>
<td><strong>Planning, Implementation and Evaluation Theory 1</strong>&lt;br&gt;This lecture/seminar course is designed to introduce the student to the principles of oral self-care. Emphasis is placed on the Certified Dental Assistant’s (CDA) role during restorative dental procedures. Pain control methods, isolation techniques and the properties and manipulation of dental materials are explored within the context of a safe and accident prevention model. Additionally, students are prepared for their first practicum rotations in a dental practice setting.</td>
<td>3.0</td>
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<tr>
<td>1</td>
<td>DENT 1504</td>
<td><strong>Clinical Practice 1</strong>&lt;br&gt;The first clinical course provides an opportunity for the</td>
<td>8.5</td>
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| 2 | DENT 2991 | **Preparation for Practice Theory 2**  
This lecture/seminar course continues to explore the standards of practice and the legal and ethical responsibilities of a Certified Dental Assistant. Students are introduced to dental charting and treatment planning for general dentistry procedures. Additionally, financial procedures, dental insurance processing, equipment maintenance and various inventory control systems are examined. | 3.0 |
| 2 | DENT 2992 | **Patient Assessment Theory 2**  
This lecture/seminar course continues to examine head and neck anatomy with an in depth study of oral pathology. More complex health conditions and related pharmacology as well as vital signs and their relationship to dental procedures are discussed. Dental radiographic principles and techniques are expanded and explored. Nutrition and its impact on oral health are assessed. | 3.0 |
| 2 | DENT 2993 | **Planning, Implementation and Evaluation Theory 2**  
This lecture/seminar course focuses on the principles of teaching and learning and the relationship to oral self-care instruction. The role of the Certified Dental Assistant (CDA) in preventive and esthetic dental procedures as well as the specialties of oral and maxillofacial surgery and endodontics are studied. Additionally, students are prepared for their second practicum rotations in a dental practice setting. | 4.0 |
| 2 | DENT 2994 | **Clinical Practice 2**  
This second clinical course builds upon acquired skills and knowledge from Clinical Practice 1. Clinical Practice 2 provides an opportunity for the student to integrate previous | 9.0 |
and new theory with more advanced clinical concepts in the
dental clinic, laboratory settings and during a dental office
practicum. This course focuses on the independent clinical
role of the chairside (non-licensed) and Certified Dental
Assistant. Competencies are met through simulated
manikin (SIM), peer practice (PR) and patient care (PC).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENT 3740</td>
<td>Preparation For Practice Theory 3</td>
<td>1.5</td>
</tr>
<tr>
<td>DENT 3741</td>
<td>Patient Assessment Theory 3</td>
<td>2.0</td>
</tr>
<tr>
<td>DENT 3742</td>
<td>Planning, Implementation and Evaluation Theory 3</td>
<td>3.0</td>
</tr>
<tr>
<td>DENT 3743</td>
<td>Clinical Practice 3</td>
<td>8.5</td>
</tr>
</tbody>
</table>
Clinical Practice 3 provides an opportunity for the student to integrate previous and new theory with independent clinical practice in the dental clinic, laboratory settings and during a dental office practicum. This course focuses on the independent clinical role of the Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM) peer practice (PR) and patient care (PC).

| Total Program Credits: | 51.5 |
Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

**Letter Grades**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Distinguished</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Average</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing grade</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>@</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>RW</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>NA</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>ANC</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Grade Point Average (GPA)**

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

2. 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.

3. 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.
VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/
PREPARED FOR: Education Council

ISSUE: Changes to the Certified Dental Assisting (Distance) Certificate program

BACKGROUND:
This proposal, presented by Michele Rosko at the February Curriculum Committee meeting, deals with changes to the program driven by accreditation. These changes to the program reflect changes in the nature of the Dental Assistant’s work and the need to ensure the program provides up-to-date training that meet the new standards and demands. An important example of the change in the nature of the work is CDA’s can now perform certain procedures not under the direct supervision of a dentist. Credit weightings have been altered to comply with the new policy. This has resulted in the rather odd situation of the Distance Certificate requiring fewer credits to complete than the Onsite Certificate. This occurred because the new credit weighting policy has a higher number of hours/credit for self-paced courses.

DISCUSSION:
Significant discussion occurred regarding the designation “Distance”. It was perceived to be outmoded or archaic even. Michele Rosko stated that it is the only program of its kind in Canada and is known nationally by the “Distance” designation. It was decided it was prudent to leave as is. The Assessment/Evaluation weighting of 65% for the mid-term and final exams also came under scrutiny. It was explained that this weighting was adopted due to concerns about whether students were completing assignments themselves. It was suggested that, in the future, the program investigate advancements in on-line assessment management with the possibility of adopting relevant ones and revising the Assessment/Evaluation weightings. A number of other corrections and clarifications were requested and have been made.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to the Certified Dental Assisting (Distance) Certificate program.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Certified Dental Assisting – distance

ANTICIPATED START DATE: September 2016

Curriculum Developer: Michele Rosko_____________________________ Title: Department Head

School/Centre: School of Health Sciences  Department: Certified Dental Assisting/Dental Reception

E-mail: mrosko@vcc.ca__________________________ Phone/Ext.: ___8492__________

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

☐ NEW COURSE(S)  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course. This course replaces: ______________________________________________

✓ CHANGE TO A PROGRAM AND/OR COURSE  (select all that apply)

☐ Program/Credential

☐ Prior Learning Assessment and Recognition (PLAR)

☐ Program Admission Requirements

☐ Program Learning Outcomes (Indicate outcome number(s): __________)

☐ Grading system (at variance with policy C.1.1 Course/Program Grading)

☐ Program duration/maximum allowable time for completion

☐ Program GPA requirements

☐ Program/Course Credit Hours

☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)

☐ Course sequencing (that impacts the year the course is offered in)

☐ Other: __________________________________________________

✓ MINOR REVISION TO A PROGRAM AND/OR COURSE  (select all that apply)

☐ Program/Course Description

☐ Program Purpose

☐ Recommended Student Characteristics

☐ Course Sequencing (that does not impact year the course is offered in) Course Name/Number

☐ Course Pre-requisite(s)/Co-requisite(s)

☐ Course Learning Outcomes

☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)

☐ Instructional Delivery Mode

☐ Language (e.g., Typos, Spelling Errors, etc.)

☐ Other: ____________________________
B) ATTACHED DOCUMENTATION

- Program Content Guide
- Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

DAST 1401 Introduction to Dental Assisting
DAST 1402 Microbiology and Infection Control
DAST 1403 Basic Dental Assisting
DAST 1404 Patient Assessment
DAST 1405 Dental office Emergencies
DAST 1406 Preventive Dentistry
DAST 1407 Clinical Dental Assisting 1
DAST1510 Laboratory Procedures
DAST 1511 Dental Specialties
DAST 1512 Community Dental Health
DAST 1513 Dental Reception
DAST 1514 Patient Care Procedures
DAST 1515 Dental Radiography
DAST 1516 Clinical Dental Radiography
DAST 1508 Clinical Dental Assisting 2

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
For new courses, provide a rationale for developing the course.

Background:
The Program Content Guide (PCG) and course outlines (COs) for the Certified Dental Assisting (CDA) on site program were last updated in 2009. Since 2009, there have been substantive changes to certified dental assisting practice. All dental professionals in BC are now regulated under the Health Professions’ Act and the updated bylaws of the College of Dental Surgeons of BC (CDSBC).

The CDSBC bylaws now allow, Practicing Certified Dental Assistants to perform designated dental treatment to patients under the authorization of a dentist (dentist is not required on the premises) rather than only under direct supervision.

Additionally, in 2014, the National Dental Assisting Examining Board NDAEB in partnership with the Canadian Dental Assisting Examining Board produced their Occupational Analysis, Canadian Dental Assisting 2014 document. This document provides a detailed examination of the current skills, knowledge and attitudes required by the position of a Level 2 (national designation) dental assistant.
The report highlighted three significant changes since their last analysis in 2007 in the areas of professionalism, technology and quality assurance. The areas, among others have driven changes to the NDAEB domain descriptions which form the basis for the questions on the required to practice, national examination.

Lastly, the Commission on Dental Accreditation (CDAC) performed their accreditation site visit of the program in May 2015. While the program was accredited, it was with reporting requirements. The surveyors reported the program was meeting all accreditation standards, but found that our program content guide and course outlines were not current and not reflective of the curriculum being delivered today.

As such, CDAC requires the PCG and COs be updated and vetted by VCC’s Curriculum Committee and Education Council. These documents must be submitted to the Commission to receive an accreditation status without reporting requirements.

Discussion:
Aligning and reflecting the currency of our curriculum with the CDSBC bylaws, occupational analysis results, NDAEB domain descriptions and accreditation, the following changes have been made to the PCG and COs:

- Goal
- Admission Requirements (School of Health Sciences)
- Prior Learning Assessment and Recognition
- Program Learning Outcomes
- Evaluation of Student Learning
- Recommended Characteristics of Students
- Course descriptions (PCG)
- Course outlines
- Course credits (New VCC credit policy)

Please note: The School of Health Sciences Curriculum Committee and the VCC Curriculum Committee have approved these same changes for the CDA onsite program (January 20, 2016).

Recommendation:
That the VCC Curriculum Committee approve the proposed PCG and course outlines to meet accreditation requirements.

2. Are there any expected costs as a result of this proposal?
No
### D) CONSULTATION CHECKLIST

(select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Reviewed and revised at faculty meetings.</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Nov 18, 2015</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
</tr>
<tr>
<td>Assessment Centre</td>
<td></td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td></td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Email to Brain Beacham and Raymond Kaan Oct 29, 2015</td>
</tr>
<tr>
<td></td>
<td>• Meeting with Marilyn Heaps Nov 2 and Nov 10, 2015</td>
</tr>
<tr>
<td></td>
<td>• Meeting with Marilyn Heaps and Raymond Kaan Nov 19, 2015</td>
</tr>
<tr>
<td></td>
<td>• Meeting with Marilyn Heaps Dec 15, 2015</td>
</tr>
<tr>
<td></td>
<td>• Meeting with Marilyn Heaps Jan 4, 2016</td>
</tr>
<tr>
<td></td>
<td>• Meeting with School of Health Sciences Curriculum Committee Jan 7, 2016</td>
</tr>
<tr>
<td></td>
<td>• Approved (CDA onsite program) at VCC Curriculum Council meeting Jan 20, 2016</td>
</tr>
<tr>
<td></td>
<td>• Email approval to change Term 1 course numbers from Raymond Kwan January 21, 2016</td>
</tr>
<tr>
<td></td>
<td>• Meeting with Marilyn Heaps January 22, 2016</td>
</tr>
<tr>
<td></td>
<td>• Meeting with Marilyn Heaps February 5, 2016</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
</tr>
</tbody>
</table>

**FINANCIAL AND OPERATING**

<p>| Communications and Marketing           |                                                                                                  |
| Facilities                             |                                                                                                  |
| Finance                                |                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Information Technology (IT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research (IR)</td>
<td></td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ PAC/CEG</td>
<td>Apr 20, 2015 /Oct 5, 2015</td>
</tr>
<tr>
<td>✓ Affiliation, Articulation and/or Accreditation bodies</td>
<td>Updates/revisions recommendation (required) by Commission on Dental Accreditation (CDAC) site team May/2015. Once approved at VCC, copies will be forwarded to CDAC. Update the CDA Provincial Articulation. Next meeting Mar 2016.</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

2. College Code: _________________  Level: _________________

   Division Code: _________________  Major: _________________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

   - UT
   - Applied
   - ABE
   - Differential
   - Cost Recovery
   - IE
   - Contract

4. Finance Org Code: ___________________

5. Tuition for all courses:  Domestic: _________________  International: _________________

6. College Initiative fee to be charged?  □ Yes  □ No

7. Student Society fees?  □ Yes  □ No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: ___________________

9. Classification Code: _________________

10. Taxonomy: ___________________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   Michele Rosko by email February 5, 2016
   Name Sign off Date

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Debbie Sargent by email February 9, 2016
   Name Sign off Date

☐
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Name</th>
<th>Credits (current)</th>
<th>Course Hours (current)</th>
<th>New credits: ? discuss with Registrar's office</th>
<th>New Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DAST 1401</td>
<td>Introduction to Dental Assisting</td>
<td>1.5</td>
<td>45</td>
<td>1.5</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1402</td>
<td>Microbiology and Infection Control</td>
<td>1.5</td>
<td>45</td>
<td>1.5</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1403</td>
<td>Basic Dental Assisting</td>
<td>2.0</td>
<td>60</td>
<td>2.0</td>
<td>60</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1404</td>
<td>Patient Assessment</td>
<td>2.0</td>
<td>60</td>
<td>2.0</td>
<td>60</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1405</td>
<td>Dental Office Emergencies</td>
<td>1.5</td>
<td>45</td>
<td>1.5</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1406</td>
<td>Preventive Dentistry</td>
<td>3.0</td>
<td>90</td>
<td>3.0</td>
<td>90</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1407</td>
<td>Restorative Dental Assisting</td>
<td>2.5</td>
<td>75</td>
<td>2.5</td>
<td>75</td>
</tr>
<tr>
<td>1</td>
<td>DAST 1408</td>
<td>Clinical Dental Assisting 1</td>
<td>5.0</td>
<td>150</td>
<td>3.00</td>
<td>50 (onsite)/30 (distance preparation module)</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1510</td>
<td>Laboratory Procedures</td>
<td>1.5</td>
<td>45</td>
<td>1.5</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1511</td>
<td>Dental Specialities</td>
<td>3.0</td>
<td>90</td>
<td>3.0</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1512</td>
<td>Community Dental Health</td>
<td>2.5</td>
<td>75</td>
<td>3.0</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1513</td>
<td>Dental Reception</td>
<td>2.5</td>
<td>75</td>
<td>2.5</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1514</td>
<td>Patient Care Procedures</td>
<td>2.0</td>
<td>60</td>
<td>2.5</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1515</td>
<td>Dental Radiography</td>
<td>2.5</td>
<td>75</td>
<td>2.5</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1516</td>
<td>Clinical Dental Radiography</td>
<td>2.0</td>
<td>60</td>
<td>2.0</td>
<td>30 (onsite)/30 (distance preparation module)</td>
</tr>
<tr>
<td>2</td>
<td>DAST 1508</td>
<td>Clinical Dental Assisting 2</td>
<td>5.0</td>
<td>150</td>
<td>6.0</td>
<td>100 (onsite)/60 (distance preparation module)</td>
</tr>
</tbody>
</table>

Total Credits: 40  Total Hours: 1200  Total Credits: 40  Total Hours: 1170

Based on new credit system: Individual Learning (self-paced) 30 hrs = 1 credit) and Simulation (clinic) 25 hrs = 1 credit
Certified Dental Assisting (distance) Certificate

Program Content Guide

Effective Date: September 2016
Goal

The Certified Dental Assisting Program (distance) provides graduates with the knowledge and practical experience to enter a career as a Practising Certified Dental Assistant (CDA). Graduates will acquire the specialized knowledge, skills and attitudes to function as a dental health team member with dependent, interrelated and independent roles.

Admission Requirements

- Grade 12 graduation or equivalent. *
- English 12 with a B grade. *
- English Language proficiency http://www.vcc.ca/applying/registrationservices/english-languageproficiency-requirements *
- Either Biology 11 or Biology 12 (human biology recommended) or equivalent. **
- A signed agreement with a sponsoring dentist verifying a minimum of 2 days (14 hours) per week clinical dental assisting experience in a general dentistry practice for the duration of the program.

(*) Students who have completed the Vancouver Community College Dental Reception Coordinator program are exempt from these admission requirements.

(**) Students who have completed the Vancouver Community College Dental Reception Coordinator program and/or students who have completed the College of Dental Surgeons of British Columbia Provincial Radiography credential are exempt from this admission requirement.

- 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 Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online

Note: The College of Dental Surgeons of British Columbia is the regulatory body for Certified Dental Assistants. They require each applicant to undergo another criminal records search prior to registration and certification. Registration and certification to practice is mandatory in BC.

- Proof of a negative TB skin test. In case of a positive TB skin test, a negative TB chest x-ray report is required.
Immunizations in the following are strongly recommended:
- Pertussis
- Diphtheria
- Tetanus
- Polio
- Measles/Mumps/Rubella
- Chicken Pox
- Hepatitis B
- Influenza (required annually)

Prior Learning Assessment & Recognition (PLAR)

- Clinically experienced dental assistants may challenge up to six theory courses, designated by the program.
- Those who possess the College of Dental Surgeons of BC Provincial Radiography credential may be exempt from the Dental Radiography (DAST 1515) and Clinical Dental Radiography (DAST 1516) courses.
- Graduates of the VCC Dental Reception Coordinator Program (or equivalent) may be exempt from the Dental Reception (DAST1513) course.
- Students transferring from other Commission on Dental Accreditation of Canada accredited Dental Assisting Programs may have their transcripts assessed for course equivalency.

Program Duration

The CDA distance program is self-paced. Progress is largely dependent upon the student’s available study time and dental assisting experience. Each theory course must be completed within a maximum of four months. Onsite clinical courses range from three to twelve days in length. Students must complete the program within five years. The majority of students complete their studies within two years.

Program Learning Outcomes

Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
- Apply the process of evidence-informed CDA practice.
- Integrate knowledge and critical thinking skills in CDA practice.
- Use problem-solving strategies and decision-making processes in CDA practice.
- Integrate ethics and professionalism into CDA practice.
- Demonstrate professional responsibility and accountability into CDA practice.
- Demonstrate use of self – reflection to improve care and ensure quality CDA practice.

**Instructional Activities, Design and Delivery Mode**

The Certified Dental Assisting Program (distance) is offered on a part time self-paced basis.

Students must be working/volunteering clinically for a minimum of two days (14 hours) per week as a clinical dental assistant in a general practice dental office for the duration of their studies. This is confirmed by the department on a regular basis throughout the program. The curriculum is designed to include in-office clinical experiences which reinforce and enhance the course content.

Theory courses are presented by the MOODLE learning management system with learning activities, self-assessments, study questions and assignments. The courses are completed through independent study with instructor support via telephone, skype MOODLE or e-mail.

Clinical courses are presented onsite at the Vancouver Community College Dental Clinic. Clinical competencies are developed on manikins, peers and patients.

**Evaluation of Student Learning**

Successful completion of each course is required prior to advancement to the next course. All courses in Term 1 must be completed prior to enrolment in Clinical Dental Assisting 1. Enrolment in Clinical Dental Assisting 2 requires completion of all previous courses in the program. Students wishing to obtain the College of Dental Surgeons of BC Radiography Acknowledgement Certificate may take the radiography theory and clinical courses after completing the first four courses in the program. Please see departmental Student Handbook for detailed information.

Theory courses are evaluated by assignments, projects, and a final examination. The number of assignments varies from course to course and comprises 35% of the final grade. Final exams are weighted at 65%. The final grade required in all theory courses is 64% (C+). A maximum of two comprehensive supplemental examinations are offered within the program for final grades below 64%.

Exam sessions are offered monthly at Vancouver Community College. Students unable to write at the college location due to distance or scheduling conflicts may arrange for a proctored examination session. Fees incurred for proctoring are the responsibility of the student.

The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies provide the basis for evaluation. Students are evaluated on manikins, peers and patients. The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation.
Course outlines are provided to the students on the program MOODLE (computer learning management site).

Clinical dental assisting workplace hours and attendance of clinical on-site courses are required in order to truly understand and master the theoretical and practical components of the Certified Dental Assistant role. As per the departmental policy, described in the departmental Student Handbook, students must not miss more than 15% of the required weekly work hours in a dental office or in the on-site clinical courses. Where a student exceeds this maximum, the College may withdraw the student from the program. Additionally, the department requires students to demonstrate 100% attendance for community presentations. The College may withdraw students who do not attend all scheduled days.

The departmental Student Handbook provides more detailed information on attendance.

**Recommended Characteristics of Students**

- Ability to communicate effectively in both written and spoken English
- Empathic and caring attitude
- Ability to work independently and within a team environment
- Manual dexterity and hand/eye coordination
- Detail oriented
- Effective time management skills
- Computer literacy (email, word processing and use of the internet)

Physical precautions – Those with back problems may be affected by the physical demands of the profession. Sensitive skin and allergies may also be affected by some procedures and materials.
## Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | DAST1401 | **Introduction to Dental Assisting**  
This first course in the program is designed to present an overview of the dental profession including a brief history of dentistry, discussion of dental team members and their roles, legalities, ethics, continued competency and life-long learning. Additionally, a unit of dental and medical terminology provides the student with the basic “language of dentistry” for the Certified Dental Assistant (CDA). | 1.5 |
| 1    | DAST1402 | **Microbiology and Infection Control**  
The fundamentals and principles of microbiology and the responsibility of the Certified Dental Assistant (CDA) for infection control are introduced in this course. Office experience and a detailed research project assist in the assimilation of the critical concepts. | 1.5 |
| 1    | DAST1403 | **Basic Dental Assisting**  
This course focuses on the support role of the Certified Dental Assistant (CDA). Concepts and principles related to the preparation and the assisting phase of patient care are discussed. Dental equipment, instruments and armamentarium for a variety of dental procedures are introduced. | 2.0 |
| 1    | DAST1404 | **Patient Assessment**  
This course provides an overview of body systems, head and neck anatomy, dental morphology and tooth development. Intra-oral effects of medications conditions and pharmaceuticals and the modification to dental treatment are explored. The Certified Dental Assistant’s (CDA) role in determining and interpreting vital signs are also introduced. | 2.0 |
| 1    | DAST1405 | **Dental Office Emergencies**  
Health hazards in dentistry as well as protocols and procedures to assist in the prevention of medical emergencies for staff and patients are explored in this course. The role of the Certified Dental Assistant (CDA) in dental office medical emergencies is also examined. Cardio pulmonary resuscitation (CPR) course certification is required prior to attending clinical courses. | 1.5 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAST1406</td>
<td><strong>Preventive Dentistry</strong></td>
<td>This course introduces the students to the causes and contributing factors of dental disease. Preventive dentistry materials, procedures and techniques and the role of the Certified Dental Assistant (CDA) in the delivery of preventive therapies are emphasized.</td>
<td>3.0</td>
</tr>
<tr>
<td>DAST1407</td>
<td><strong>Restorative Dental Assisting</strong></td>
<td>This course focuses on the procedures directly related to restorative dentistry and the Certified Dental Assistant’s (CDA) role. Dental equipment, instruments and armamentaria as well as the properties and manipulation of restorative dental materials are discussed.</td>
<td>2.5</td>
</tr>
<tr>
<td>DAST1408</td>
<td><strong>Clinical Dental Assisting 1</strong></td>
<td>This on-site clinical course provides an opportunity for the student to integrate theory with clinical practice in the dental clinic and laboratory settings at Vancouver Community College. This course focuses on the independent role of both the chairside (non-licensed) and Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM) and peer practice (PR).</td>
<td>3.0</td>
</tr>
<tr>
<td>DAST1510</td>
<td><strong>Laboratory Procedures</strong></td>
<td>Laboratory materials and techniques used in both commercial laboratories and dental offices are described in this course. The fabrication of dental prosthetics, appliances and trays and the Certified Dental Assistant’s (CDA) role in their fabrication is discussed.</td>
<td>1.5</td>
</tr>
<tr>
<td>DAST1511</td>
<td><strong>Dental Specialties</strong></td>
<td>This course provides an overview of all of the dental specialties. The role of the Certified Dental Assistant (CDA) related dental equipment, instruments and armamentaria are introduced. Patient management considerations and techniques for specialty practice procedures are emphasized.</td>
<td>3.0</td>
</tr>
<tr>
<td>DAST1512</td>
<td><strong>Community Dental Health</strong></td>
<td>An exploration of community dental health care, health promotion through group presentations and the role of the Certified Dental Assistant (CDA) in the community are emphasized. Nutrition and nutritional counselling within the context of overall wellness and the prevention of dental diseases are examined.</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>DAST1513</td>
<td>Dental Reception</td>
<td>In this course the student is introduced to dental office management and the role of the Certified Dental Assistant (CDA). Treatment planning, accounts payable and receivable, dental insurance and payroll are discussed.</td>
<td>2.5</td>
</tr>
<tr>
<td>DAST1514</td>
<td>Patient Care Procedures</td>
<td>This course provides the theoretical foundation for the direct patient care clinical procedures which may be authorized or delegated by a dentist to a Temporary or Practising Certified Dental Assistant (CDA) in BC.</td>
<td>2.5</td>
</tr>
<tr>
<td>DAST1515</td>
<td>Dental Radiography</td>
<td>This course provides the Certified Dental Assistant (CDA) with the theoretical foundation of dental radiography. Radiation history, physics and radiation safety are emphasized. Additionally, dental radiographic principles and techniques, image and patient management are introduced.</td>
<td>2.5</td>
</tr>
<tr>
<td>DAST1516</td>
<td>Clinical Dental Radiography</td>
<td>This on-site clinical course provides an opportunity for the student to integrate theory with Certified Dental Assisting (CDA) clinical practice in the dental clinic at Vancouver Community College. Both analogue and digital methods of exposure are introduced and practiced. Competencies are met through simulated manikin (SIM) peer practice (PR) and patient practice (PC).</td>
<td>2.0</td>
</tr>
<tr>
<td>DAST1508</td>
<td>Clinical Dental Assisting 2</td>
<td>This final on-site clinical course builds upon acquired skills and knowledge from Clinic 1. Clinic 2 provides an opportunity for the student to integrate previous and new theory with independent clinical practice in the dental clinic and laboratory settings at Vancouver Community College. This course focuses on the independent clinical role of the Certified Dental Assistant CDA. Competencies are met through simulated manikin (SIM) peer practice (PR) and patient practice (PC).</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Total Program Credits: 40.0
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

Grade Point Average (GPA)

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

2. 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.

3. 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.

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/
**Course Name:** Introduction to Dental Assisting

| Course Number: | DAST 1401 | Number of Credits: | 1.5 | Effective Date: | Sep 1, 2016 |

**Course Description:**
This first course in the program is designed to present an overview of the dental profession including a brief history of dentistry, discussion of dental team members and their roles, legalities, ethics, continued competency and life-long learning. Additionally, a unit of dental and medical terminology provides the student with the basic “language of dentistry” for the Certified Dental Assistant (CDA).

**School or Centre:** School of Health Sciences

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

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Meet Certified Dental Assisting distance program admission requirements.

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

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [x] Yes (details below): A challenge exam is offered for this course.
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe the dental team, including goals, structure, delivery systems and dental specialties.
• Describe professional responsibilities of a dental health care professional, including legal terms, ethical issues, and professional attributes.
• Discuss professionalism of the CDA.
• Define basic dental terminology.
• Identify and describe intra-oral the landmarks.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
• Apply the process of evidence-informed CDA practice.
• Integrate knowledge and critical-thinking skills in CDA practice.
• Use problem-solving strategies and decision-making processes in CDA practice.
• Integrate ethics and professionalism into CDA practice.
• Demonstrate professional responsibility and accountability in CDA practice.
• Demonstrate use of self-reflection to improve care and ensure quality CDA care.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+=64%</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Case Study</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Report</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Final Exam</td>
<td>65</td>
<td>The final exam requires confirmation of student identification.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>45</td>
<td>Course must be completed within four months of course registration.</td>
</tr>
</tbody>
</table>

Total 45

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
### Course Topics:

1. The Dental Team
2. Delivery of Care
3. Professionalism
4. Legalities and Ethics
5. Dental Terminology
6. Head and Neck Anatomy

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**VCC Education and Education Support Policies**

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http://www.vcc.ca/about/governance--policies/policies/

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To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

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**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>February 16, 2016</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name:</strong></td>
<td>Microbiology and Infection Control</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>DAST 1402</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>Sep 1, 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>The fundamentals and principles of microbiology and the responsibility of the Certified Dental Assistant (CDA) for infection control are introduced in this course. Office experience and a detailed research project assist in the assimilation of the critical concepts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School or Centre:</strong></th>
<th>School of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year of Study:</strong></td>
<td>1st Year Post-secondary</td>
</tr>
<tr>
<td><strong>Course History:</strong></td>
<td>Revised Course</td>
</tr>
<tr>
<td><strong>Course Pre-requisites (if applicable):</strong></td>
<td>DAST 1401</td>
</tr>
<tr>
<td><strong>Course Co-requisites (if applicable):</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **PLAR (Prior Learning Assessment & Recognition):** | No | Yes (details below): |
**Instructional Strategies:**

This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

---

**Course Learning Outcomes:**

Upon completion of the course the student will be able to:

- Describe microbiology.
- Define terminology related to microbiology and infection prevention and control in dentistry.
- Describe the levels of infection prevention and control.
- Describe diseases of concern to dentistry.
- Describe asepsis, including use and function of sterilization equipment and procedures, process indicators and biological monitors.

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**Program Learning Outcomes:**

Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
- Apply the process of evidence-informed CDA practice.
- Integrate knowledge and critical-thinking skills in CDA practice.
- Use problem-solving strategies and decision-making processes in CDA practice.
- Integrate ethics and professionalism into CDA practice.
- Demonstrate professional responsibility and accountability in CDA practice.
- Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Research paper</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Case Study</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Procedures Cards</td>
</tr>
<tr>
<td>Final Exam</td>
<td>65</td>
<td>The final exam requires confirmation of student identification.</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>45</td>
<td>Course must be completed within four months of course registration.</td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Oral Microbiology
2. Terminology
3. Infection Prevention and Control
4. Diseases of Concern to Dentistry
5. Sterilization, Equipment and Biological Monitoring
6. Aseptic Techniques

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: February 16, 2016
Approved by Education Council:
Course Name: Basic Dental Assisting

Course Number: DAST 1403    Number of Credits: 2.0    Effective Date: Sep 1, 2016

Course Description:
This course focuses on the supporting role of the Certified Dental Assistant (CDA). Concepts and principles related to the preparation and the assisting phase of patient care are discussed. Dental equipment, instruments and armamentaria for a variety of dental procedures are introduced.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
DAST1401, DAST1402.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)   ☑ No ☒ Yes (details below):
A challenge exam is offered for this course.
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

- Describe the basic components, operation, and functions of dental operatory equipment, including maintenance and management of equipment and supplies.
- Describe inventory control systems.
- Describe dental health hazards and potential injuries in the dental office environment.
- Discuss protocols and roles of dental team members to increase safety for patients and staff.
- Apply professional communication skills while obtaining patient health histories.
- Explain principles of four and six handed dentistry, dental team positioning, instrumentation and instrument transfer.
- Describe the clinical dental assistant's role in maintaining the operating field.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

- Apply the process of evidence informed CDA practice.

- Integrate knowledge and critical thinking skills in CDA practice.

- Use problem solving strategies and decision making processes in CDA practice.

- Integrate ethics and professionalism into CDA practice.

- Demonstrate professional responsibility and accountability in CDA practice.

- Demonstrate use of self - reflection to improve care and ensure quality CDA practice.
**Evaluation/Grading System**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+=64%; completed clinical assignments graded S</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>WHMIS assignment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Health history assignment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Clinical performance assignments graded as satisfactory/unsatisfactory as per rubrics</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>The final exam requires confirmation of student identification.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>60</td>
<td>Courses must be completed within four months of course registration.</td>
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</tbody>
</table>

Total 60

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Dental Operatory Equipment
2. Maintenance of the Dental Operatory Equipment
3. Inventory Control
4. Professional Communication
5. Patient Health Histories
6. Ergonomics
7. Basic Instrumentation
8. Clinical Dental Assisting

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FOR COMMITTEE USE ONLY

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>February 16, 2016</td>
<td></td>
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</tbody>
</table>
Course Name: Patient Assessment

Course Number: DAST 1404  Number of Credits: 2.0  Effective Date: Sep 1, 2016

Course Description:
This course provides an overview of body systems, head and neck anatomy, dental morphology and tooth development. Intra-oral effects of medical conditions and pharmaceuticals and the modification to dental treatment are explored. The Certified Dental Assistant's (CDA) role in determining and interpreting vital signs is also introduced.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe general patient assessment.
• Assess and interpret vital signs.
• Apply knowledge of general patient assessment to treatment.
• Describe anatomy and physiology related to dental procedures.
• Describe intraoral soft tissues.
• Explain principles of instrument use in relation to patient assessment.
• Describe the dentition, including tooth numbering systems.
• Describe occlusion and the temporomandibular joint.
• Explain occlusion and its relation to oral health.
• Describe intraoral soft tissue, periodontium, dentition, and occlusion examinations.
• Annotate patient assessment data.
• Describe diseases of the oral cavity.
• Describe tissue biopsies and smears.
• Describe dental photography.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence - informed CDA practice.

• Integrate knowledge and critical - thinking skills in CDA practice.

• Use problem - solving strategies and decision - making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self - reflection to improve quality and ensure quality CDA practice.
### Evaluation/Grading System

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<th>Grading System</th>
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<tbody>
<tr>
<td>Letter Grades</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
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<td>Clinical performance assignments graded as satisfactory/unsatisfactory as per rubrics.</td>
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<td>Written assignment</td>
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<td>Assignments</td>
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<td>Patient scenario assignment</td>
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<td>Assignments</td>
<td>10</td>
<td>Research assignment</td>
</tr>
<tr>
<td>Final Exam</td>
<td>65</td>
<td>The final exam requires confirmation of student identification.</td>
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### Learning Environment/Type

<table>
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<th>Instruction Type</th>
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<td>60</td>
<td>Course must be completed within 4 months of course registration.</td>
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</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. General Assessment
2. Vital Signs
3. Anatomy and Physiology
4. Intraoral Soft Tissues
5. Dentition
6. Occlusion and the Temporomandibular Joint
7. Annotation
8. Diseases of the Oral Cavity
9. Oral Biopsies
10. Dental Photography

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<tbody>
<tr>
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<td></td>
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</tbody>
</table>
### Course Name:
Dental Office Emergencies

| Course Number: | DAST 1405 | Number of Credits: | 1.5 | Effective Date: | Sep 1, 2016 |

| Course Description: |
Health hazards in dentistry as well as protocols and procedures to assist in the prevention of medical emergencies for staff and patients are explored in this course. The role of the Certified Dental Assistant (CDA) in dental office medical emergencies is also examined. Cardio pulmonary resuscitation (CPR) course certification is required prior to attending clinical courses.

| School or Centre: |
School of Health Sciences

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

| Course History: |
Revised Course

| Course Pre-requisites (if applicable): |
DAST 1401, DAST 1402, DAST 1403, DAST 1404.

| Course Co-requisites (if applicable): |

| PLAR (Prior Learning Assessment & Recognition) |
☐ No  ☒ Yes (details below):

A challenge exam is offered for this course.
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe dental office emergency situations and procedures for their prevention.
• Explain the roles of the individual dental team members during an emergency.
• Discuss drug use in dentistry.
• Discuss drug dispensing protocols.
• List contents and describe protocols for maintenance of emergency kits in the dental office.
• Discuss pharmaceutical safety practices.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence-informed CDA practice.

• Integrate knowledge and critical-thinking skills in CDA practice.

• Use problem-solving strategies and decision-making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
Evaluation/Grading System

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<tr>
<th>Grading System</th>
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<td>Letter Grades</td>
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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Assignments</td>
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<td>Final Exam</td>
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<td>The final exam requires confirmation of student identification.</td>
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Total 100

Learning Environment/Type

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<th>Instruction Type</th>
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<tr>
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<td>45</td>
<td>Course must be completed within 4 months of course registration.</td>
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Total 45

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Dental Office Emergencies
2. Emergency Prevention and Procedures
3. Drug use in Dental Treatment
4. Drug Dispensing Protocols
5. Emergency Kits
6. Drug Management

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Approved by Curriculum Committee: February 16, 2016

VCC-CD-20150901
Course Name: Preventive Dentistry

Course Number: DAST 1406  Number of Credits: 3.0  Effective Date: Sep 1, 2016

Course Description:
This course introduces the student to the causes and contributing factors of dental disease. Preventive materials, procedures and techniques and the role of the Certified Dental Assistant (CDA) in the delivery of preventive therapies are emphasized.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Instructional Strategies:

This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:

Upon completion of the course the student will be able to:

- Explain concepts of preventive dentistry.
- Describe periodontal disease.
- Describe and explain hard and soft deposits.
- Describe dental diseases.
- Describe oral self-care devices and explain their use.
- Describe therapeutic agents and explain their use.
- Describe fluoride therapy and application methods.

Program Learning Outcomes:

Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
- Apply the process of evidence-informed CDA practice.
- Integrate knowledge and critical-thinking skills in CDA practice.
- Use problem-solving strategies and decision-making processes in CDA practice.
- Integrate ethics and professionalism into CDA practice.
- Demonstrate professional responsibility and accountability in CDA practice.
- Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
**Evaluation/Grading System**

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<th>Grading System</th>
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<th>Specify Passing Grade:</th>
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<tr>
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<td>Research assignment</td>
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<td>Teaching assignment</td>
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<tr>
<td>Final Exam</td>
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<td>The final exam requires confirmation of student identification.</td>
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</table>

Total 100

**Learning Environment/Type**

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<th>Instruction Type</th>
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<td>I - Internet/eLearning (Fully Online)</td>
<td>90</td>
<td>Courses must be completed in 4 months of course registration.</td>
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Total 90

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Preventive Dentistry
2. Health and Disease
3. Periodontal Disease
4. Hard and Soft Deposits
5. Dental Diseases
6. Oral Self Care Devices
7. Therapeutic Agents
8. Fluoride Therapy

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<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
### Course Name:
Restorative Dental Assisting

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>DAST 1407</th>
<th>Number of Credits:</th>
<th>2.5</th>
<th>Effective Date:</th>
<th>Sep 1, 2016</th>
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</thead>
</table>

### Course Description:
This course focuses on the procedures directly related to restorative dentistry and the Certified Dental Assistant's (CDA) role. Dental equipment, instruments and armamentaria as well as the properties and manipulation of restorative dental materials are discussed.

### School or Centre:
School of Health Sciences

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

### Course History:
Revised Course

### Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406.

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

### PLAR (Prior Learning Assessment & Recognition):
- [ ] No
- [x] Yes (details below):

A challenge exam is offered for this course.
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Explain basic anatomical structures related to pain management.
• Demonstrate methods of pain and anxiety management.
• Describe isolation techniques for operative dentistry.
• Manipulate restorative dental materials.
• Assist for basic restorative and cosmetic procedures.
• Describe restorative instrument types.
• Describe fixed prosthodontic procedures.
• Describe removable prosthodontic procedures.
• Describe dental implants and related procedures.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
• Apply the process of evidence-informed CDA practice.
• Integrate knowledge and critical thinking skills in CDA practice.
• Use problem-solving strategies and decision-making processes in CDA practice.
• Integrate ethics and professionalism into CDA practice.
• Demonstrate professional responsibility and accountability into CDA practice.
• Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
## Evaluation/Grading System

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<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<tbody>
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## Components and Weighting of the Assessment/Evaluation Plan:

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<td>Final Exam</td>
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<td>The final exam requires confirmation of student identification.</td>
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<tr>
<td>Participation</td>
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<td>Mandatory attendance as a clinical dental assistant in practice as per departmental requirements (85%)</td>
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Total 100

## Learning Environment/Type

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<td>Course must be completed in four months of course registration.</td>
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Total 75

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Anatomical Structures Related to Pain Management
2. Pain and Anxiety Management
3. Isolation
4. Restorative Dental Materials
5. Restorative and Cosmetic Procedures
6. Fixed Prosthodontic Procedures
7. Removable Prosthodontic Procedures
8. Dental Implants

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<tbody>
<tr>
<td>February 16, 2016</td>
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</table>
Course Name: Clinical Dental Assisting 1

Course Number: DAST 1408  Number of Credits: 3.0  Effective Date: Sep 1, 2016

Course Description:
This on-site clinical course provides an opportunity for the student to integrate theory with clinical practice in the dental clinic and laboratory settings at Vancouver Community College. The course focuses on the independent role of both the chairside (non-licensed) and Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM) and peer practice (PR).

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
Instructional Strategies:
Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated (SIM) or peer clinical environment (PR).

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Practice as a professional. (SIM/PR)
• Integrate knowledge/ problem-solve. (SIM/PR)
• Maintain infection control. (SIM/PR)
• Maintain safety. (SIM/PR)
• Perform extra/intra oral inspection and identify landmarks. (PR)
• Apply topical anesthetic. (PR)
• Apply and remove anterior dental dam. (SIM/PR)
• Apply and remove posterior dental dam. (SIM/PR)
• Assess, implement and evaluate oral self care. (PR)
• Apply topical fluoride tray technique. (SIM/PR)
• Fabricate bleaching trays. (SIM/PR)
• Apply of whitening systems. (SIM)

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence - informed CDA practice.

• Integrate knowledge and critical - thinking skills in CDA practice.

• Use problem - solving strategies and decision - making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self - reflection to improve care and ensure quality CDA practice.
### Evaluation/Grading System

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<th>Grading System</th>
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<tr>
<td>Satisfactory/Unsatisfactory</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<td>Clinical Examination</td>
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<td>Participation</td>
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**Total 100**

### Learning Environment/Type

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**Total 80**

### Resource Material(s):  
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Dental Assessment/inspection
2. Vital Signs
3. Anesthetic
4. Oral Self Care
5. Isolation Techniques
6. Bleaching Systems

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</table>
**Course Name:** Clinical Dental Assisting 2  
**Course Number:** DAST 1508  
**Number of Credits:** 6.0  
**Effective Date:** Sep 1, 2016

**Course Description:**
This final on-site clinical course builds upon acquired skills and knowledge from Clinical Dental Assisting 1. Clinical Dental Assisting 2 provides an opportunity for the student to integrate previous and new theory with independent clinical practice in the dental clinic and laboratory settings at Vancouver Community College. The course focuses on the independent clinical role of the Certified Dental Assistant (CDA). Competencies are met through simulated manikin (SIM) peer practice (PR) and patient care (PC).

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
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<tbody>
<tr>
<td>School of Health Sciences</td>
<td>1st Year Post-secondary</td>
<td>Revised Course</td>
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**Course Pre-requisites (if applicable):**
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407, DAST 1408.  
DAST 1510, DAST 1511, DAST 1512, DAST 1513, DAST 1514, DAST 1515, DAST 1516.

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

- No
- Yes (details below):
Instructional Strategies:
Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated (SIM), peer practice (PR) and patient care (PC).

Course Learning Outcomes:
Upon completion of the course the student will be able to:
• Practice as a professional. (PR/PC)
• Integrate knowledge/ problem-solve. (SIM/PR/PC)
• Maintain infection control. (PR/PC)
• Maintain safety. (PR/PC)
• Demonstrate and maintain competence in the performance of Clinical Dental Assisting 1 skills.
• Apply liner to a cavity preparation. (SIM)
• Apply acid etch to a cavity preparation. (SIM)
• Apply and remove matrix systems. (SIM)
• Assess, implement and evaluate oral self care. (PC)
• Obtain impressions and inter occlusal records. (SIM/PR)
• Polish clinical crowns. (SIM/PR/PC)
• Apply topical fluoride tray/varnish technique and desensitizing agents. (PR/PC)
• Apply fissure sealants. (SIM/PR/PC)
• Test pulp vitality. (SIM)
• Remove retraction cord, sutures and periodontal dressings. (SIM)
• Fabricate single unit provisional restorations. (SIM)
• Demonstrate use dental software systems. (PR/PC)

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence - informed CDA practice.

• Integrate knowledge and critical - thinking skills in CDA practice.

• Use problem - solving strategies and decision - making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self - reflection to improve care and quality CDA practice.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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<td>Clinical Examination</td>
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<td>Satisfactory completion as per rubrics - lab</td>
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<td>Participation</td>
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| Total                     | 100        |

### Learning Environment/Type

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<tr>
<td>C - Clinical</td>
<td>160</td>
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| Total            | 160                       |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
VCC Education and Education Support Policies

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | February 16, 2016 | Approved by Education Council: | }

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VCC-CD-20150901
Course Name: Laboratory Procedures

Course Number: DAST 1510    Number of Credits: 1.5    Effective Date: Sep 1, 2016

Course Description:
Laboratory materials and techniques used in both commercial laboratories and dental offices are described in this course. The fabrication of dental prosthetics, appliances and trays and the Certified Dental Assistant's (CDA) role in their fabrication is discussed.

Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407, DAST 1408.

PLAR (Prior Learning Assessment & Recognition)  ☑ Yes (details below):
A challenge exam is available for this course.
Instructional Strategies:

This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:

Upon completion of the course the student will be able to:

• Assemble and maintain dental laboratory equipment.
• Manipulate dental laboratory materials.
• Manipulate gypsum.
• Describe fixed prosthetics and procedures for fabrication.
• Describe removable prosthetics and procedures for fabrication.
• Describe tooth bleaching and whitening systems.
• Describe custom appliances and procedures for fabrication.

Program Learning Outcomes:

Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence - informed CDA practice.

• Integrate knowledge and critical - thinking skills in CDA practice.

• Use problem - solving strategies and decision - making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self - reflection to improve care and ensure quality CDA practice.
### Evaluation/Grading System

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<tbody>
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<td>C+ = 64%; performance assignments graded S</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

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<td>Assignments</td>
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<td>Assignments</td>
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<td>Written assignment</td>
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<td>Assignments</td>
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<td>Case study assignment</td>
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<td>Field Experience</td>
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<td>Clinical performance assignments evaluated as satisfactory/unsatisfactory as per rubrics.</td>
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<td>Final Exam</td>
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<td>The final exam is proctored offsite confirming student identification.</td>
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Total 100

### Learning Environment/Type

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<td>Course must be completed in 4 months of course registration.</td>
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Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Laboratory Equipment
2. Laboratory Materials
3. Gypsum Products
4. Fixed Prosthetics
5. Removable Prosthetics
6. Whitening Systems
7. Custom Appliances

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: February 16, 2016

Approved by Education Council:
## Course Outline

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<th>Course Name:</th>
<th>Dental Specialties</th>
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<tr>
<td>Course Number:</td>
<td>DAST 1511</td>
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<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
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</table>

### Course Description:

This course provides an overview of the dental specialties. The role of the Certified Dental Assistant (CDA), related dental equipment, instruments and armamentaria for dental specialty procedures are introduced. Patient management considerations are emphasized.

### School or Centre:

School of Health Sciences

### Year of Study:

1st Year Post-secondary

### Course History:

Revised Course

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

DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407, DAST 1408, DAST 1510.

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

No

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

☐ No  ☐ Yes (details below):
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:
• Explain endodontic procedures, equipment, instruments, armamentaria and patient management.
• Explain orthodontic procedures, equipment, instruments and armamentaria and patient management.
• Explain periodontic procedures, equipment, instruments and armamentaria and patient management.
• Explain oral and maxillofacial surgery and hospital dentistry procedures, equipment, instruments and armamentaria and patient management.
• Explain pediatric procedures, equipment, instruments and armamentaria and patient management.
• Explain geriatric procedures, equipment, instruments and armamentaria and patient management.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence - informed CDA practice.

• Integrate knowledge and critical - thinking skills in CDA practice.

• Use problem - solving strategies and decision - making processes in CDA practice.

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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Assignments</td>
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<td>Research assignment</td>
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<tr>
<td>Final Exam</td>
<td>65</td>
<td>The final exam is proctored offsite confirming student identification.</td>
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Total 100%

Learning Environment/Type

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<th>Instruction Type</th>
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<td>I - Internet/eLearning (Fully Online)</td>
<td>90</td>
<td>Course must be completed within 4 months</td>
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</table>

Total 90

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Endodontic Dentistry  
2. Orthodontic Dentistry  
3. Periodontic Dentistry  
4. Oral and Maxillofacial Surgery and Hospital Dentistry  
5. Pediatric Dentistry  
6. Geriatric Dentistry

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<th></th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16, 2016</td>
<td></td>
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</tbody>
</table>
### Course Name:
Community Dental Health

### Course Number:
DAST 1512

### Number of Credits:
3.0

### Effective Date:
Sep 1, 2016

### Course Description:
An exploration of community dental health care, health promotion through group presentations and the role of the Certified Dental Assistant (CDA) in the community are emphasized. Nutrition and nutritional counselling within the context of overall wellness and the prevention of dental diseases are examined.

### School or Centre:
School of Health Sciences

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

### Course History:
Revised Course

### Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407, DAST 1408. DAST 1510, DAST 1511.

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

### PLAR (Prior Learning Assessment & Recognition)

- No
- Yes (details below):

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VCC-CD-20150901
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

- Explain dental public health programs.
- Explain the profession of dental public health dental assisting.
- Describe community involvement for dental professionals.
- Explain mental and physical disabilities and how they affect dental care.
- Describe principles of nutrition and its relationship to dental health.
- Assess, implement and evaluate nutritional counselling as related to dental health.
- Promote of dental health through community presentations.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
- Apply the process of evidence informed CDA practice.
- Integrate knowledge and critical thinking skills in CDA practice.
- Use problem solving strategies and decision making processes in CDA practice.
- Integrate ethics and professionalism into CDA practice.
- Demonstrate professional responsibility and accountability into CDA practice.
- Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
Evaluation/Grading System

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<tr>
<th>Grading System</th>
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Components and Weighting of the Assessment/Evaluation Plan:

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<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<td>Research assignment</td>
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<td>Written assignment</td>
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<td>Final Exam</td>
<td>65</td>
<td>The final exam is proctored offsite confirming student identification.</td>
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Total 100

Learning Environment/Type

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<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>90</td>
<td>Course must be completed within four months of course registration.</td>
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</table>

Total 90

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
**Course Topics:**

1. Dental Public Health  
2. The Role of the CDA in Dental Public Health  
3. Community Dental Health  
4. Disability and Special Needs Considerations  
5. Nutrition and Dental Health  
6. Oral Health Community Presentations

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</thead>
<tbody>
<tr>
<td>February 16, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Dental Reception

Course Number: DAST 1513  
Number of Credits: 2.5  
Effective Date: Sep 1, 2016

Course Description: In this course the student is introduced to dental office management and the role of the Certified Dental Assistant (CDA). Treatment planning, accounts payable and receivable, dental insurance and payroll are discussed.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407, DAST 1408, DAST 1510, DAST 1511, DAST 1512.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
No  Yes (details below):
A challenge exam is available for this course.
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Assess verbal and non-verbal communication.
• Demonstrate professional communication using technology.
• Demonstrate use of appointment control, including entries, time utilization, multiple operatory scheduling, special considerations and appointment confirmation.
• Explain recall appointment management and appointment management systems.
• Describe patient accounts, including fees, fee collection, and accounting systems.
• Prepare insurance claim forms.
• Explain the maintenance of financial records, including payments, transactions, and payroll.
• Describe the types of filing systems.
• Demonstrate use of filing systems.
• Demonstrate inventory control management.
• Demonstrate professional written office communications.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence-informed CDA practice.

• Integrate knowledge and critical-thinking skills in CDA practice.

• Use problem-solving strategies and decision-making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

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## Evaluation/Grading System

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<tbody>
<tr>
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<td>C+ =64%; performance assignments graded S</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

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<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<td>Assignments</td>
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<tr>
<td>Field Experience</td>
<td></td>
<td>Clinical performance assignments evaluated as satisfactory/unsatisfactory as per rubrics.</td>
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<tr>
<td>Final Exam</td>
<td>65</td>
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Total 100

## Learning Environment/Type

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<td>I - Internet/eLearning (Fully Online)</td>
<td>75</td>
<td>Course must be completed within four months of course registration.</td>
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</table>

Total 75

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Patient Communication
2. Appointment Control
3. Recall Systems
4. Patient Accounts
5. Dental Insurance Claims
6. Financial Records
7. Filing and Supply Systems
8. Office Communication

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| Approved by Curriculum Committee: | February 16, 2016 | Approved by Education Council: |
Course Name: Patient Care Procedures

Course Number: DAST 1514  Number of Credits: 2.5  Effective Date: Sep 1, 2016

Course Description:
This course provides the theoretical foundation for the direct patient care clinical procedures which may be authorized or delegated by a dentist to a Temporary or Practising Certified Dental Assistant (CDA) in BC.

School or Centre: School of Health Sciences
Year of Study: 1st Year Post-secondary

Course History: Revised Course
Name of Replacing Course (if applicable): 

Course Pre-requisites (if applicable):
DAST 1401, DAST 1402, DAST 1403, DAST 1404, DAST 1405, DAST 1406, DAST 1407, DAST 1408. DAST 1510, DAST 1511, DAST 1512, DAST 1513.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Instructional Strategies:
This online course is offered as an independent study with instructor support via telephone, Skype, email or MOODLE. Instructional strategies include but are not limited to case studies, research and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

- Explain dental diagnostic procedures within the scope of practice of a CDA.
- Explain restorative procedures within the scope of practice of a CDA.
- Explain coronal polishing procedures within the scope of practice of a CDA.
- Explain preventive procedures within the scope of practice of a CDA.
- Explain post-surgical procedures within the scope of practice of a CDA.

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.
- Apply the process of evidence-informed CDA practice.
- Integrate knowledge and critical-thinking skills in CDA practice.
- Use problem-solving strategies and decision-making processes in CDA practice.
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**Evaluation/Grading System**

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<td>Case study assignment</td>
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**Learning Environment/Type**

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<td>75</td>
<td>Course must be completed within four months of course registration.</td>
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</table>

|              | Total | 75    |

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Diagnostic Procedures
2. Restorative Procedures
3. Extrinsic Stain Removal
4. Preventive Procedures
5. Post-Surgical Procedures

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<tr>
<td>Approved by Education Council:</td>
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</table>
**Course Name:** Dental Radiography

**Course Number:** DAST1515  
**Number of Credits:** 2.5  
**Effective Date:** Sep 1, 2016

**Course Description:**
This course provides the Certified Dental Assistant (CDA) with the theoretical foundation of dental radiography. Radiation history, physics and radiation safety are emphasized. Additionally, dental radiographic principles and techniques, image production and patient management are introduced.

**School or Centre:** School of Health Sciences

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

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
DAST 1401, DAST 1402, DAST 1403, DAST 1404.

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

**PLAR (Prior Learning Assessment & Recognition):** Yes (details below):
Course Learning Outcomes:

Upon completion of the course the student will be able to:

• Explain radiation production.
• Explain radiation hygiene.
• Explain dental x-ray equipment and supplies.
• Discuss characteristics of radiographic images.
• Explain patient care for dental radiography.
• Explain radiographic techniques and alternate imaging methods.
• Explain radiographic image management.
• Identify radiographic landmarks.
• Differentiate and mount radiographs.
• Explain quality assurance for dental radiography.

Program Learning Outcomes:

Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence-informed CDA practice.

• Integrate knowledge and critical-thinking skills in CDA practice.

• Use problem-solving strategies and decision-making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self-reflection to improve care and ensure quality CDA practice.
Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td>75</td>
<td>Course must be completed within four months of course registration.</td>
</tr>
</tbody>
</table>

Total 75

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Radiation Production
2. Radiation Hygiene
3. X-ray Equipment and Supplies
4. Characteristics of Radiographic Images
5. Patient Care
6. Radiographic Techniques and Alternate Imaging Methods
7. Radiographic Film Processing
8. Radiographic Landmarks and Artifacts
9. Radiographic Mounting
10. Quality Assurance

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16, 2016</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Clinical Dental Radiography</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>DAST 1516</td>
</tr>
</tbody>
</table>

**Course Description:**
This on-site clinical course provides an opportunity for the student to integrate theory with Certified Dental Assisting (CDA) clinical practice in the dental clinic at Vancouver Community College. Both analogue and digital dental radiography methods of exposure are introduced and practiced. Competencies are met through simulated manikin (SIM) peer practice (PR) and patient practice (PC).

<table>
<thead>
<tr>
<th><strong>School or Centre:</strong></th>
<th>School of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year of Study:</strong></td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

| **Course History:** | Revised Course |

<table>
<thead>
<tr>
<th><strong>Course Pre-requisites (if applicable):</strong></th>
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</thead>
<tbody>
<tr>
<td>DAST 1401, DAST 1402, DAST 1403, DAST 1404.</td>
</tr>
<tr>
<td>DAST 1515.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Co-requisites (if applicable):</strong></th>
</tr>
</thead>
</table>

| **PLAR (Prior Learning Assessment & Recognition):** | No | Yes (details below): |
Instructional Strategies:
Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated environment (SIM), peer practice (PR) and patient practice (PC).

Course Learning Outcomes:
Upon completion of the course the student will be able to:
• Practice as a professional. (PR/PC)
• Integrate knowledge/ problem-solve. (SIM/PR/PC)
• Maintain infection control.(PR/PC)
• Maintain safety. (PR/PC)
• Expose analogue and digital radiographic images. (SIM/PR/PC)
• Manage analogue and digital radiographic images. (SIM/PR/PC)

Program Learning Outcomes:
Upon completion of this program, the graduate will be able to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for CDA practice to provide safe and competent patient care.

• Apply the process of evidence - informed CDA practice.

• Integrate knowledge and critical - thinking skills in CDA practice.

• Use problem - solving strategies and decision - making processes in CDA practice.

• Integrate ethics and professionalism into CDA practice.

• Demonstrate professional responsibility and accountability into CDA practice.

• Demonstrate use of self - reflection to improve care and ensure quality CDA practice.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S = Satisfactory completion of all course components.</td>
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</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>100</td>
<td>Satisfactory completion as per rubrics- radiography (Operator)</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 60

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Dental Radiography Exposure Techniques
2. Radiographic Image Management

VCC Education and Education Support Policies

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The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | February 16, 2016 | Approved by Education Council: |
PREPARED FOR: Education Council

ISSUE: Changes to the Dental reception Coordinator Certificate program PCG and Course Outlines

BACKGROUND:
This proposal, presented by Michele Rosko, makes significant changes to the Dental Reception Coordinator (DRC) program most of which flow from the changes made to the Certified Dental Assistant (CDA) program. The changes include program Admission Requirements, PLAR language, new Program Learning Outcomes, Program and Course Descriptions, minor changes to Course Learning Outcomes and aspects of Course Evaluation. The proposal document details these changes. A new course, Dental Radiography, is proposed that combines units of existing courses. In addition course credit weightings have been altered to comply with new policy. A chart detailing these changes is included in the meeting package.

DISCUSSION:
The committee requested changes to some Course Learning Outcomes as well as minor style, clarity and typo changes. These changes have been made in the documents included in the meeting package. Questions on the administration of PLAR were also raised. Curriculum Committee will defer to departmental status quo on this topic until a new PLAR policy is approved by Education Council.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to the Dental reception Coordinator Certificate program PCG and Course Outlines.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

**PROGRAM/COURSE NAME(S):** Dental Reception Coordinator Program

**ANTICIPATED START DATE:** September 2016

<table>
<thead>
<tr>
<th>Curriculum Developer: Michele Rosko</th>
<th>Title: Department Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre: School of Health Sciences</td>
<td>Department: Certified Dental Assisting/Dental Reception</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:mrosko@vcc.ca">mrosko@vcc.ca</a></td>
<td>Phone/Ext.: 8492</td>
</tr>
</tbody>
</table>

A) DEVELOPMENT TYPE (select all that apply)

- **NEW PROGRAM**
  - Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

- **NEW COURSE(S)**
  - Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.

- **CHANGE TO A PROGRAM AND/OR COURSE** (select all that apply)
  - Program/Credential
  - Prior Learning Assessment and Recognition (PLAR)
  - Program Admission Requirements
  - Program Learning Outcomes (Indicate outcome number(s): ________all________)
  - Grading system (at variance with policy C.1.1 Course/Program Grading)
  - Program duration/maximum allowable time for completion
  - Program GPA requirements
  - Program/Course Credit Hours
  - Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
  - Course sequencing (that impacts the year the course is offered in)
  - Other: ____________________________

- **MINOR REVISION TO A PROGRAM AND/OR COURSE** (select all that apply)
  - Program/Course Description
  - Program Purpose
  - Recommended Student Characteristics
  - Course Sequencing (that does not impact year the course is offered in)
  - Course Name/Number
  - Course Pre-requisite(s)/Co-requisite(s)
  - Course Learning Outcomes
  - Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
  - Instructional Delivery Mode
  - Language (e.g., Typos, Spelling Errors, etc.)
  - Other: ____________________________
B) ATTACHED DOCUMENTATION

✓ Program Content Guide

Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

C) RATIONALE

<table>
<thead>
<tr>
<th>1.</th>
<th>For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change. For new courses, provide a rationale for developing the course.</th>
</tr>
</thead>
</table>

Background:
The Dental Reception Coordinator Program (DRC) is part of the Certified Dental Assisting/Dental Reception Department.

Revisions to the Program Content Guides and course outlines for both the CDA onsite and distance programs were made to meet the Commission on Dental Accreditation of Canada requirements.

Some of the changes made to the CDA documents necessitated changes to the DRC documents to align all of the department’s programs.

Discussion:
Changes were made to the following sections of the PCG
- PLAR – students who possess the CDSBC radiography credential may be exempt from the Dental Radiography course. The department and industry require continued competency requiring the student to attend some practice sessions in the term. Additionally, depending on when the student took their initial radiography education, they may not have exposed radiographs using digital technology.
- Program Admission Requirements – recognition of CDA certificate in lieu of stated admission requirements.
- Program Learning Outcomes – these new outcome statements include standards set by CDSBC and are more global in nature reflecting the evolving practice of a dental receptionist/office manager/dental assistant.
- Program/Course Credits – align with new credit policy.
- Course Evaluation – updated to reflect the same policies as the CDA programs.
- Program/Course Descriptions – updated. All of the courses had very minor revisions with the exception of Dental Theory 2 and Dental Radiography (formerly known as Clinical Radiography.)

Currently, radiography theory is part of the Dental Theory 2 course. Clinical Radiography comprises the clinical application only. In order for the student to acquire the CDSBC radiography, they must pass both the Dental Theory 2 and Clinical Radiography courses.
Proposal is to combine the dental theory units with the clinical application into one course – renamed Dental Radiography. This allows for the same ‘weighting’ of the radiography theory used for the Provincial Radiography Module and both CDA programs – 64%.

- New course numbers for Dental Theory 2 (DREC 1236) and Dental Radiography (DREC 1242)
- Course Learning Outcomes - updated. All courses had minor revisions. Theory objectives relative to dental radiography removed from Dental Theory 2 to Dental Radiography.
- Course Evaluation Plan – two comprehensive rewrites per program for grades less than 64%. This aligns with both CDA programs.

Transcript of Achievement page and course outlines have been updated to comply with new grading policy standards.

Recommendation:
That the VCC Curriculum Committee approve the proposed PCG.

2. Are there any expected costs as a result of this proposal?
No
### D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

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<tr>
<th>INTERNAL CONSULTATIONS</th>
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<td><strong>SCHOOLS</strong></td>
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<td>✓ Faculty/Department</td>
<td>• Approved by faculty March 2, 2016</td>
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<td></td>
<td>• Approved revision March 24, 2016</td>
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<tr>
<td>Department Support Staff</td>
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<td>Other Department(s)</td>
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<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
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<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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<td>Assessment Centre</td>
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<tr>
<td>Centre for Instructional Development</td>
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<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Financial Aid</td>
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<td>Learning Centre</td>
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<td>Library</td>
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<td>Registrar’s Office / Advising / Recruitment</td>
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<td>Related additional Student Services</td>
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<td>VCC International and Immigrant Education</td>
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<td><strong>FINANCIAL AND OPERATING</strong></td>
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<td>Communications and Marketing</td>
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<td>Facilities</td>
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<td>Finance</td>
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<td>Information Technology (IT)</td>
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<td>Institutional Research (IR)</td>
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<td>Safety and Security</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK (include date received)</td>
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<tr>
<td>✓ PAC/CEG</td>
<td>Report on April 11, 2016</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td></td>
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<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

2. College Code: _______________  Level: _______________
   Division Code: _______________  Major: _______________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?
   - [ ] UT
   - [ ] Applied
   - [ ] ABE
   - [ ] Differential
   - [ ] Cost Recovery
   - [ ] IE
   - [ ] Contract

4. Finance Org Code: _______________

5. Tuition for all courses:
   - Domestic: _______________
   - International: _______________

6. College Initiative fee to be charged?  [ ] Yes  [ ] No

7. Student Society fees?  [ ] Yes  [ ] No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: _______________

9. Classification Code: _______________

10. Taxonomy: _______________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Michele Rosko</th>
<th>by email</th>
<th>February 5, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Debbie Sargent</th>
<th>by email</th>
<th>February 9, 2016</th>
</tr>
</thead>
<tbody>
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<td>Name</td>
<td>Sign off</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Name</th>
<th>Credits (current)</th>
<th>Course Hours (current)</th>
<th>New hours/credits</th>
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<td>75/4.0</td>
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<td>1</td>
<td>DREC 1131</td>
<td>Dental Administration 1</td>
<td>2.0</td>
<td>60</td>
<td>60/3.0</td>
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<tr>
<td>1</td>
<td>DREC 1132</td>
<td>Dental Communication 1</td>
<td>2.0</td>
<td>60</td>
<td>60/3.0</td>
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<td>2</td>
<td>DREC 1231</td>
<td>Dental Administration 2</td>
<td>3.5</td>
<td>105</td>
<td>164/7.0 (100 instruction = 5 credits/64 hours of practicum = 2 credits)</td>
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<td>2</td>
<td>DREC 1232</td>
<td>Dental Communication 2</td>
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<td>7.0</td>
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<tr>
<td>2</td>
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<td>DREC 1236</td>
<td>Dental Theory 2</td>
<td>2.5</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>New Course</td>
<td>DREC 1242</td>
<td>Dental Radiography (formerly called Clinical Radiography)</td>
<td>2.0</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Credits:** 19.0

**Total Credits:** 30.0
Dental Reception Coordinator Certificate

Program Content Guide

Effective Date: September 2016
Goal

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

Admission Requirements

- Grade 12 graduation, or equivalent. *
- English 12 with a C grade or equivalent.*
- English Language proficiency [http://www.vcc.ca/applying/registrationservices/english-languageproficiency-requirements](http://www.vcc.ca/applying/registrationservices/english-languageproficiency-requirements) *

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

Upon Acceptance:

- Criminal Record Check (CRC) is required upon acceptance to the program, 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 Ministry of Justice. Applicants to this program should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online.

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

- Proof of a negative tuberculosis (TB) skin test. In case of positive TB skin test, a negative TB chest x-ray report is required.

- Immunizations in the following are strongly recommended, and may be required for practicum placement in the program:
  - Pertussis
  - Diphtheria
  - Tetanus
  - Polio
  - Measles/Mumps/Rubella
  - Chicken Pox
  - Hepatitis B
  - Influenza (required annually)
Prior Learning Assessment & Recognition (PLAR)

- Those who possess the College of Dental Surgeons of British Columbia Provincial Radiography credential may be exempt from the Dental Radiography course.

- Those who have graduated from a Level II Dental Assisting program accredited by the Commission on Dental Accreditation of Canada may be exempt from the Dental Radiography course.

Program Duration

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

Program Learning Outcomes

Upon completion of this program, the graduate will be able to:

- Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

- Integrate knowledge and critical thinking skills in dental reception practice.

- Use problem-solving strategies and decision-making processes in dental reception practice.

- Integrate ethics and professionalism into dental reception practice.

- Demonstrate professional responsibility and accountability in dental reception practice.

- Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.

Instructional Activities, Design and Delivery Mode

The Dental Reception Coordinator program is offered on a full-time basis, over two terms. Term 1 consists of theory, while Term 2 consists of theory and clinical dental radiography.

The theory courses are presented through lectures, small group discussions, seminars, online activities, assigned readings, self-study and dental management software. Clinical radiography skills are presented and practiced in the dental clinic. The clinical competencies are developed on manikins, peers, and patients. Acquisition of computer and radiography skills are enhanced through practica rotations to dental practices.
Evaluation of Student Learning

The theory courses are hierarchically organized within the context of a dental office management model. A health model forms the foundation for the Dental Radiography course. Dental office practica are offered in Term 2.

Entry into the second term is achieved through successful completion of the previous term.

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

The acquired knowledge from the dental theory courses is integrated into clinical radiography practice. Clinical competencies provide the basis for evaluation. Students are evaluated using manikins, peers and patients. The clinical portion of the program is evaluated according to provincial competencies with a satisfactory (S) or unsatisfactory (U) grade awarded for each clinical course. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation.

Course outlines are provided to the students on MOODLE (a computer learning management system).

Attendance of all classes and clinical experiences is required in order to truly understand and master the theoretical and practical components of the dental reception role. As per the departmental policy, described in the Dental Reception Coordinator Student Handbook, students must not miss more than 15% of scheduled classroom and clinical classes. Where a student exceeds this maximum, the College may withdraw the student from the program. Additionally, the department requires students demonstrate 100% attendance for practica. The College may withdraw students who do not attend all scheduled days.

Recommended Characteristics of Students

- Ability to communicate effectively in both written and spoken English
- Empathic and caring attitude
- Ability to work independently and within a team environment
- Detail oriented
- Effective time management skills
- Computer literacy (email, word processing and use of the internet)

Physical precautions – Those with back problems may be affected by the physical demands of the profession. Sensitive skin and allergies may also be affected by some procedures and materials.
Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | DREC 1131  | **Dental Administration 1**  
This course focuses on dental office management. Students are introduced to dental terminology and dental charting. Course topics include dental records management, legalities of record keeping, dental fees and estimates, inventory control and continuing care. Additionally, the health hazards associated with working in a dental environment as well as safety, accident prevention and emergency care are explored. Cardio Pulmonary Resuscitation and Standard First Aid training are provided. | 3.0     |
| 1    | DREC 1132  | **Dental Communication 1**  
This course introduces the student to the profession of dentistry and the role and responsibility of the dental receptionist in dental practice. Course topics focus on professional conduct and communication, input and management of electronic patient information and radiographic records. Additionally, the importance and implications of medical conditions and their relationship to dental care are explored. | 3.0     |
| 1    | DREC 1110  | **Dental Theory 1**  
This course introduces the student to head anatomy and the tissues, diseases, conditions and pathology of the oral cavity. An exploration of preventive and basic dental procedures and knowledge of tooth deposits provides a focus for oral self care. Additionally, an introductory study of disease transmission, infection control, pharmacology and nutrition within the context of dental health are studied. Students integrate infection prevention and control theory with clinical practice, completing rotations in the clinic dispensary. | 4.0     |
| 2    | DREC 1231  | **Dental Administration 2**  
This course focuses on aspects of the financial management of the dental office, practice building and marketing and employment standards. Utilizing dental office software students complete estimates, track accounts receivable and prepare and monitor dental insurance claims. Collections, delinquent accounts, banking procedures and payroll are also discussed. Additionally, students are prepared for their practicum rotations in a dental practice setting. | 7.0     |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DREC 1232</td>
<td>Dental Communication 2</td>
<td>This course focuses on the business and financial management of an entire dental practice. Utilizing dental management software, students build and maintain several hundred patients in a unique virtual practice. Personal data, medical histories, patient treatment, estimates, services rendered, insurance processing, day, month and year end procedures as well as appointment control are entered.</td>
<td>7.0</td>
</tr>
<tr>
<td>DREC 1236</td>
<td>Dental Theory 2</td>
<td>This course explores the dental specialties. Students are introduced to the procedures and patient management in restorative, prosthodontic, oral and maxillofacial, periodontic, orthodontic, pedodontic and gerodontic specialty practices. Additionally, domestic violence and tobacco cessation are discussed including the role of the dental professional.</td>
<td>1.5</td>
</tr>
<tr>
<td>DREC 1242</td>
<td>Dental Radiography</td>
<td>This course introduces the student to the theory of radiation physics, radiation safety, dental radiographic techniques and image management. Integrating radiography theory with clinical practice, utilizing both conventional and digital radiography equipment, students expose various types of intra-oral dental radiographs. Additionally, students learn to process radiographs and scan digital images. Storage and management of dental exposures are also discussed.</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Total Program Credits: 30.0
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

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

Course Standings

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

Grade Point Average (GPA)

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

2. 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.

3. 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.

VCC Education and Education Support Policies

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http://www.vcc.ca/about/governance--policies/policies/
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Dental Theory 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>DREC 1110</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>4.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
</tr>
</tbody>
</table>

**Course Description:**
This course introduces the student to head anatomy and the tissues, diseases, conditions and pathology of the oral cavity. An exploration of preventive and basic dental procedures and knowledge of tooth deposits provides a focus for oral self care. Additionally, an introductory study of disease transmission, infection control, pharmacology and nutrition within the context of dental health are studied. Students integrate infection prevention and control theory with clinical practice, completing rotations in the clinic dispensary.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>School of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**
Revised Course

**Course Pre-requisites (if applicable):**
Meet Dental Reception Coordinator program admission requirements.

**Course Co-requisites (if applicable):**
Term 1 courses DREC 1131, 1132

**PLAR (Prior Learning Assessment & Recognition):**
☑️ No ☐ Yes (details below):
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities. The course also includes small group clinical demonstrations and instructor guided feedback practise sessions in a patient care environment.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Identify and describe anatomical landmarks of the head.
• Identify and describe tissues of the oral cavity.
• Describe the diseases, conditions and pathologies of the oral cavity.
• Describe the components of the dental examination.
• Describe tooth deposits and their effect on the hard and soft tissues of the oral cavity.
• Discuss the relationship between oral and general health and the importance of oral self care.
• Describe disease transmission and infection control protocols.
• Describe classifications of drugs, routes of administration, security of in office medications and prescription pads and potential for substance abuse.
• Describe nutrition for oral health.
• Describe basic dental procedures.
• Applies principles of asepsis in a clinical environment.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.
• Integrate knowledge and critical thinking skills in dental reception practice.
• Use problem-solving strategies and decision-making processes in dental reception practice.
• Integrate ethics and professionalism into dental reception practice.
• Demonstrate professional responsibility and accountability in dental reception practice.
• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%; completed clinical assignment graded S</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Quizzes/Tests</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Clinical performance assignment graded as satisfactory/unsatisfactory as per rubrics</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>72</td>
<td>Lecture, small group, discussion, case study</td>
</tr>
<tr>
<td>C - Clinical</td>
<td>3</td>
<td>Clinic dispensary rotation</td>
</tr>
</tbody>
</table>

Total 75

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name:</strong></td>
<td>Dental Administration 1</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>DREC 1131</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>Sep 1, 2016</td>
</tr>
</tbody>
</table>

**Course Description:**
This course focuses on dental office management. Students are introduced to dental terminology and dental charting. Course topics include dental records management, legalities of record keeping, dental fees and estimates, inventory control and continuing care. Additionally, the health hazards associated with working in a dental environment as well as safety, accident prevention and emergency care are explored. Cardio Pulmonary Resuscitation and Standard First Aid training are provided.

**School or Centre:**
School of Health Sciences

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

**Course History:**
Revised Course

**Course Pre-requisites (if applicable):**
Meet Dental Reception Coordinator program admission requirements.

**Course Co-requisites (if applicable):**
Term 1 courses DREC 1110, 1132

**PLAR (Prior Learning Assessment & Recognition):**
☑ No ☐ Yes (details below):
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Communicate using professional dental terminology.
• Describe tooth numbering systems and charting principles.
• Explain the legalities and ethics of dental practice.
• Describe patient records management.
• Describe systems used for inventory control.
• Describe health hazards related to dentistry, accident and emergency prevention.
• Explain dental estimates and fees and the use of fee guides.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

• Integrate knowledge and critical thinking skills in dental reception practice.

• Use problem-solving strategies and decision-making processes in dental reception practice.

• Integrate ethics and professionalism into dental reception practice.

• Demonstrate professional responsibility and accountability in dental reception practice.

• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>35</td>
<td>Quizzes/tests</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Written exam</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>54</td>
<td>Lecture, small group, discussion, discussion, case study</td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>6</td>
<td>Dental software</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dental Terminology</td>
</tr>
<tr>
<td>2. Nomenclature for Charting</td>
</tr>
<tr>
<td>3. Records Management</td>
</tr>
<tr>
<td>4. Inventory Control</td>
</tr>
<tr>
<td>5. Safety, Accident Prevention and Emergency Care</td>
</tr>
<tr>
<td>6. Fees and Estimates</td>
</tr>
<tr>
<td>7. Legalities and Ethics in Dentistry</td>
</tr>
</tbody>
</table>

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
### COURSE OUTLINE

**Course Name:** Dental Communication 1  
**Course Number:** DREC 1132  
**Number of Credits:** 3.0  
**Effective Date:** Sep 1, 2016

**Course Description:**
This course introduces the student to the profession of dentistry and the role and responsibility of the dental receptionist in dental practice. Course topics focus on professional conduct and communication, input and management of electronic patient information and radiographic records. Additionally, the importance and implications of medical conditions and their relationship to dental care are explored.

**School or Centre:** School of Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Meet Dental Reception Coordinator program admission requirements.

**Course Co-requisites (if applicable):**
Term 1 courses DREC 1110, 1131

**PLAR (Prior Learning Assessment & Recognition)**  
☒ No ☐ Yes (details below):
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe the dental profession and the role of the dental receptionist.
• Describe professional communication including cross-cultural awareness.
• Describe the principles and types of written communication used in dental practice.
• Describe the significance of health history information prior to providing dental care.
• Utilize dental office software to input patient data.
• Sort and mount radiographic images.
• Describe radiographic transfer, documentation and image management.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

• Integrate knowledge and critical thinking skills in dental reception practice.

• Use problem-solving strategies and decision-making processes in dental reception practice.

• Integrate ethics and professionalism into dental reception practice.

• Demonstrate professional responsibility and accountability in dental reception practice.

• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Quizzes/tests</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>Written exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Radiographic records</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>51</td>
<td>Lecture, small group, discussion, case study</td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>9</td>
<td>Dental software</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. The Dental Profession  
2. Professional Conduct and Communication  
3. Health Histories and Health Status Review  
4. Written Communication  
5. Radiographic Records  
6. Dental Software 1  

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Dental Administration 2  
**Course Number:** DREC 1231  
**Number of Credits:** 7.0  
**Effective Date:** Sep 1, 2016

**Course Description:**
This course focuses on aspects of the financial management of the dental office, practice building and marketing and employment standards. Utilizing dental office software students complete estimates, track accounts receivable and prepare and monitor dental insurance claims. Collections, delinquent accounts, banking procedures and payroll are also discussed. Additionally, students are prepared for their practicum rotations in a dental practice setting.

**School or Centre:**
School of Health Sciences

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

**Course History:**
Revised Course

**Course Pre-requisites (if applicable):**
All Term 1 courses DREC 1110, 1131, 1132

**Course Co-requisites (if applicable):**
Term 2 courses DREC 1232, 1240, 1242

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Prepare estimates.
• Manage accounts receivable.
• Present financial options.
• Prepare and process dental insurance claims.
• Describe collection procedures for delinquent accounts
• Describe accounts payable systems.
• Describe payroll records.
• Describe College of Dental Surgeons of British Columbia regulations for practice building and marketing.
• Describe employment conditions and benefits from the Employment Standards Act.
• Describe systems for recall and maintenance for continuing dental care.
• Participate in a dental practice practicum.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

• Integrate knowledge and critical thinking skills in dental reception practice.

• Use problem-solving strategies and decision-making processes in dental reception practice.

• Integrate ethics and professionalism into dental reception practice.

• Demonstrate professional responsibility and accountability in dental reception practice.

• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%, completed practicum graded S</td>
</tr>
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</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>35</td>
<td>Quizzes/tests</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>Written exam/dental software exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam/dental software exam</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Satisfactory/unsatisfactory completion of practicum as per rubric</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (100%)</td>
</tr>
</tbody>
</table>

| Total               | 100        |                                                                                               |

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>52</td>
<td>Lecture, small group, discussion, case study</td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>48</td>
<td>Dental software</td>
</tr>
<tr>
<td>P - Practicum</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

| Total               | 164                      |                                               |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Financial Arrangements
2. Dental Insurance
3. Accounts Receivable
4. Collections
5. Accounts Payable
6. Payroll
7. Practice Building and Marketing
8. Employment Standards
9. Continuing Care
10. Practicum

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Dental Communication 2

Course Number: DREC 1232  
Number of Credits: 7.0  
Effective Date: Sep 1, 2016

Course Description:
This course focuses on the business and financial management of an entire dental practice. Utilizing dental management software, students build and maintain several hundred patients in a unique virtual practice. Personal data, medical histories, patient treatment, estimates, services rendered, insurance processing, day, month and year end procedures as well as appointment control are entered.

School or Centre: School of Health Sciences

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
All Term 1 courses DREC 1110, 1131, 1132.

Course Co-requisites (if applicable):
Term 2 courses DREC 1231, 1240, 1242

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Schedule appointments utilizing dental management software.
• Identify dental treatment plan options for patients.
• Use patient assessment data to present a comprehensive treatment plan.
• Input patient data utilizing dental management software.
• Post patient and insurance payments utilizing dental management software.
• Enter financial adjustments utilizing dental management software.
• Complete insurance claim forms, receipts and statements utilizing dental management software.
• Complete day/month year end financial data utilizing dental management software.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

• Integrate knowledge and critical thinking skills in dental reception practice.

• Use problem-solving strategies and decision-making processes in dental reception practice.

• Integrate ethics and professionalism into dental reception practice.

• Demonstrate professional responsibility and accountability in dental reception practice.

• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%</td>
</tr>
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</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Manual and computer appointment control assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Multiple dental software exercises</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Dental software</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong> 100</td>
</tr>
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### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>129</td>
<td>Dental software</td>
</tr>
<tr>
<td>L - Classroom</td>
<td>6</td>
<td>Lecture, small group, discussion, case study</td>
</tr>
</tbody>
</table>

|                           | Total                     | 135                                                           |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Appointment Control
2. Treatment Plans
3. Dental Software 2

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Dental Theory 2  
**Course Number:** DREC 1236  
**Number of Credits:** 1.5  
**Effective Date:** Sep 1, 2016

**Course Description:**
This course explores the dental specialties. Students are introduced to the procedures and patient management in restorative, prosthodontic, oral and maxillofacial, periodontic, orthodontic, pedodontic and gerodontic specialty practices. Additionally, domestic violence and tobacco cessation are discussed including the role of the dental professional.

**School or Centre:** School of Health Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
All Term 1 courses DREC 1110, 1131, 1132

**Course Co-requisites (if applicable):**
Term 2 courses DREC 1231, 1232, 1242

**PLAR (Prior Learning Assessment & Recognition):** ☑ No ☐ Yes (details below):
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe restorative dentistry.
• Describe prosthodontic dentistry.
• Describe oral and maxillofacial dentistry.
• Describe periodontic dentistry.
• Describe orthodontic dentistry.
• Describe pedodontic dentistry.
• Describe gerodontic dentistry.
• Discuss domestic violence issues and the role of dental professionals.
• Describe tobacco cessation strategies.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

• Integrate knowledge and critical thinking skills in dental reception practice.

• Use problem-solving strategies and decision-making processes in dental reception practice.

• Integrate ethics and professionalism into dental reception practice.

• Demonstrate professional responsibility and accountability in dental reception practice.

• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
**Evaluation/Grading System**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%; completed assignment graded S</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Assignment</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Smoking cessation module graded as satisfactory/unsatisfactory as per rubrics</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>33</td>
<td>Lecture, small group, discussion, case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Restorative Dentistry
2. Prosthodontic Dentistry
3. Endodontic Dentistry
4. Oral and Maxillofacial Dentistry
5. Periodontic Dentistry
6. Orthodontic Dentistry
7. Pedodontic Dentistry
8. Gerodontic Dentistry
9. Domestic Violence
10. Tobacco Cessation

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:               Approved by Education Council:
**Course Name:** Dental Radiography  

**Course Number:** DREC 1242  
**Number of Credits:** 4.5  
**Effective Date:** Sep 1, 2016  

**Course Description:**  
This course introduces the student to the theory of radiation physics, radiation safety, dental radiographic techniques and image management. Integrating radiography theory with clinical practice, utilizing both conventional and digital radiography equipment, students expose various types of intra-oral dental radiographs. Additionally, students learn to process radiographs and scan digital images. Storage and management of dental exposures are also discussed.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

| Course History: |  
|------------------| |
| Revised Course | |

**Course Pre-requisites (if applicable):**  
All Term 1 courses DREC 1110, 1131, 1132

**Course Co-requisites (if applicable):**  
Term 2 courses DREC 1231, 1232, 1240

**PLAR (Prior Learning Assessment & Recognition):**  
- [ ] No  
- [x] Yes (details below):

Students entering the program with the College of Dental Surgeons of British Columbia (CDSBC) radiography credential may be exempt from Dental Radiography.
Instructional Strategies:
Instructional strategies within this course may include lecture, seminar, case study, group work and online activities. The course also includes small group clinical demonstrations and instructor guided feedback practise sessions.

Course Learning Outcomes:
Upon completion of the course the student will be able to:

• Describe the characteristics of radiation including the effects of exposure variables.
• Explain the effects of radiation.
• Explain principles of radiation safety and protection for patients and operators.
• Describe the equipment used to produce radiographic images for conventional and digital radiography.
• Explain the infection control procedures for dental radiography.
• Explain the principles of interproximal and periapical radiography.
• Explain the principles of paralleling and bisecting techniques.
• Explain faults and artifacts on radiographs and corrective measures.
• Explain the characteristics of a diagnostic radiographic.
• Apply the CDSBC radiographic guidelines for a Dental Assistant.
• Describe the management of radiographic images.
• Expose dental radiographs using conventional and digital equipment.
• Process dental radiographs.
• Scan dental radiographic images.
• Manage radiographic records.

Program Learning Outcomes:
Upon completion of the program a graduate will have acquired the skills, knowledge, and attitudes to:

• Apply the Standards of Practice and bylaws of the College of Dental Surgeons of British Columbia for a Dental Assistant in practice to provide safe and competent patient care.

• Integrate knowledge and critical thinking skills in dental reception practice.

• Use problem-solving strategies and decision-making processes in dental reception practice.

• Integrate ethics and professionalism into dental reception practice.

• Demonstrate professional responsibility and accountability in dental reception practice.

• Demonstrate use of self-reflection to enhance office management and ensure quality dental reception practice.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C+ = 64%; completed clinical assignments graded S</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
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<td>Multiple quizzes</td>
</tr>
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<td>Assignments</td>
<td>35</td>
<td>Assignments</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Written exam</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per departmental requirements (85%)</td>
</tr>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Clinical performance assignments graded as satisfactory/unsatisfactory as per rubrics</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Clinical</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>L - Classroom</td>
<td>36</td>
<td>Lecture, small group, discussion, case study</td>
</tr>
</tbody>
</table>

Total 108

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Dental Radiography
2. Practice as a professional (SIM/PR/PC)
3. Integrate knowledge and problem solve. (SIM/PR/PC)
4. Maintain infection control (SIM/PR/PC)
5. Maintain safety (SIM/PR/PC)
6. Expose dental radiographs using conventional radiography equipment (SIM/PR/PC)
7. Expose dental radiographs using digital radiography equipment (SIM/PR/PC)
8. Process dental radiographs (SIM/PR/PC)
9. Scan radiographic dental images (SIM/PR/PC)
10. Management of dental radiographs (SIM/PR/PC)

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
DECISION NOTE

3 May 2016

PREPARED FOR: Education Council

ISSUE: Course name change and content re-structuring for Sign language level 3

BACKGROUND: This proposal, presented by David Wells with support from Julie Martin and Vincent Chauvet, involves redistributed course content and a course name change for Sign Language level 3 studies. The new course name is American Sign Language Level 3. The new course code/number is SIGN 3000. These changes have been made in response to a new edition of the main curricular materials source, Signing Naturally.

DISCUSSION: The committee requested more information in the consultations area of the proposal document. A stem sentence was recommended for Course Learning Outcomes. A confusing sentence in the rationale section of the proposal document was removed. Other minor corrections were requested. The documents in the package contain these changes.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the changes to American Sign Language Level 3.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): __________________ American Sign Language Level 3

ANTICIPATED START DATE: __________________ January 9, 2017

Curriculum Developer: __________ Julie Martin ________ Title: ______ Department Head ________
School/Centre: _____ Centre for Language Studies ________ Department: ___ ASL & Deaf Studies ___
E-mail: ______ jmartin@vcc.ca _______ Phone/Ext.: ______ N/A ________

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM
   Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

☐ NEW COURSE(S)
   Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
   This course replaces: ________________________________

☒ CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Credential
☐ Prior Learning Assessment and Recognition (PLAR)
☐ Program Admission Requirements
☐ Program Learning Outcomes (Indicate outcome number(s): __________)
☐ Grading system (at variance with policy C.1.1 Course/Program Grading)
☐ Program duration/maximum allowable time for completion
☐ Program GPA requirements
☒ Program/Course Credit Hours
☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
☐ Course sequencing (that impacts the year the course is offered in)
☐ Other: ________________________________

☒ MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)

☒ Program/Course Description
☐ Program Purpose
☐ Recommended Student Characteristics
☐ Course Sequencing (that does not impact year the course is offered in)
☒ Course Name/Number
☒ Course Pre-requisite(s)/Co-requisite(s)
☐ Course Learning Outcomes
☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
☐ Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Other: ________________________________
B) ATTACHED DOCUMENTATION

☐ Program Content Guide

☒ Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

Course name and number: American Sign Language Level 3 & SIGN 3000

Course name and number: ____________________________________________

Course name and number: ____________________________________________

(Add additional lines if required)

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change. For new courses, provide a rationale for developing the course.

We wish to re-distribute the instructional content of our current Prep 010, Basic 020 and Intermediate 030 ASL evening courses. The re-distribution will include curriculum, course credit and course name changes. This re-structuring is precipitated by the release of an updated version of the main curricular materials we utilize in these courses. The Signing Naturally (SN) ASL curriculum has added curricular content at all levels. In order to continue using the SN textbooks and teaching materials, we must re-structure the evening classes. Instructional hours for each course will remain the same at 120 hours. The change will be in the re-distribution of instructional units from the SN curriculum. The rational for the proposed course name changes from Prep, Basic and Intermediate to ASL Level 1, ASL Level 2 and ASL Level 3 is to reduce confusion for potential students regarding the instructional level of each course. The current edition of SN Units 13 – 17 text will be moved from the current course Advanced 031 to the proposed ASL Level 3. The former Intermediate 031 curriculum will either only cover units 13- 15 or cover all units 13-17 within the 60 hr in a condensed form.

2. Are there any expected costs as a result of this proposal?
### D. CONSULTATION CHECKLIST

(Select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
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<tr>
<td>X</td>
<td>Faculty/Department</td>
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<tr>
<td></td>
<td>Department Support Staff</td>
</tr>
<tr>
<td></td>
<td>Other Department(s)</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aboriginal Education and Community Engagement (AECE)</td>
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<tr>
<td></td>
<td>Assessment Centre</td>
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<td>Centre for Instructional Development</td>
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<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Financial Aid</td>
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<td>Learning Centre</td>
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<tr>
<td></td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td>Registrar’s Office / Advising / Recruitment</td>
</tr>
<tr>
<td></td>
<td>Related additional Student Services</td>
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<td>VCC International and Immigrant Education</td>
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<td><strong>FINANCIAL AND OPERATING</strong></td>
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<td>Information Technology (IT)</td>
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<td></td>
<td>Institutional Research (IR)</td>
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<td>Safety and Security</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK (include date received)</td>
</tr>
<tr>
<td></td>
<td>PAC/CEG</td>
</tr>
<tr>
<td></td>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
</tr>
<tr>
<td></td>
<td>PSIPS</td>
</tr>
<tr>
<td></td>
<td>DQAB</td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

3. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course #</th>
<th>Credits</th>
<th>Effective Term</th>
</tr>
</thead>
</table>

4. College Code: ___________________ Level: ________________

Division Code: ___________________ Major: ________________

COMPLETED BY FINANCE:

5. Which of the following fee structure applies?

- [ ] UT
- [ ] Applied
- [ ] ABE
- [ ] Differential
- [ ] Cost Recovery
- [ ] IE
- [ ] Contract

6. Finance Org Code: ___________________

7. Tuition for all courses: Domestic: ___________________ International: ________________

8. College Initiative fee to be charged?  [ ] Yes  [ ] No

9. Student Society fees?  [ ] Yes  [ ] No

COMPLETED BY INSTITUTIONAL RESEARCH:

10. FTE Divisor: _______________________

11. Classification Code: ________________

12. Taxonomy: __________________________
D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. As Department Leader I certify that:
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   Julie Martin ___________________________ April 5, 2016
   Name Sign off Date

2. As Dean/Director I certify that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   ___________________________ ___________________________ _____________________
   Name Sign off Date
### Course Name: American Sign Language Level 3

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>SIGN 3000</th>
<th>Number of Credits:</th>
<th>6.0</th>
</tr>
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<tbody>
<tr>
<td>Effective Date:</td>
<td>January 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Description:
This 120 hour course includes vocabulary development, fingerspelled words, numeral incorporation, intermediate structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included. This course follows the Signing Naturally Units 13-17 curriculum.

#### School or Centre:
- Centre for Language Studies

#### Year of Study:
- Click arrow for options

#### Course History:
- Replacement Course

#### Name of Replacing Course (if applicable):
- Advanced 031

#### Course Pre-requisites (if applicable):
- SIGN 2000 or Equivalent

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

#### PLAR (Prior Learning Assessment & Recognition)
- [ ] No  ☑ Yes (details below):

---

VCC-C0-20150901
Instructional Strategies:
- Lecture
- Video
- Pairs Activity
- Class Interaction
- Group Discussion

Course Learning Outcomes:

Upon successful completion of the course students will be able to:

1. Fingerspell intermediate vocabulary items.
2. Demonstrate the numbers using advanced numbering systems.
3. Describe locations of things in a room.
4. Describe things around the house.
5. Use appropriate semantic verbs for temporal aspect.
6. Narrate about life events and family history.
7. Narrate about weekend activities.
8. Develop your own stories in ASL Literature.

Program Learning Outcomes:
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>30</td>
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<tr>
<td>E - Seminar</td>
<td>10</td>
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**Total:** 120

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>5</td>
<td>Pop quizzes</td>
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<tr>
<td>Other</td>
<td>10</td>
<td>Scheduled quizzes</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
<td>20</td>
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<tr>
<td>Other</td>
<td>15</td>
<td>Group Project</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>Individual Project</td>
</tr>
</tbody>
</table>

**Total:** 100

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Unit 13 - Locating Things Around the House
Unit 14 - Complaining, Making Suggestions and Requests
Unit 15 - Exchanging Personal Information: Life Events
Unit 16 - Describing and Identifying Things
Unit 17 - Talking About the Weekend

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at: http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
PREPARED FOR: Education Council

ISSUE: New (Licensed) Courses: Introduction to Criminology (CRIM 1150); Canadian Legal System (CRIM 1160)

BACKGROUND: This proposal, presented by David Wells, adds two criminology courses to the UT course availability. They have been licensed from Native Education College for a two year period. This is a response to student demand for more course offerings in the UT area.

DISCUSSION: The committee requested changes to Course Learning Outcomes, especially ones beginning with “Understand”. A number of CLOs were altered but not all at the discretion of faculty. Changes to pre-requisite language were requested for consistency with other UT course outlines and changes for clarity were made to the Assessment/Evaluation section of the course outline.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the offering of Introduction to Criminology (CRIM 1150) and The Canadian Legal System (CRIM 1160).

Prepared by:
David Branter
Chair, Curriculum Committee
PREPARED FOR: Education Council

ISSUE: Three New UT Courses: Society, Space, Environment: Introducing Human Geography (GEOG 1100); Earth Systems (GEOG 1110); Introduction to First Nations and Indigenous Studies (INDG 1100)

BACKGROUND:
This proposal derives from a new program proposal for a first year UT certificate in environmental studies that was brought to Curriculum Committee on 19 April. The course outlines for these three courses, part of a group of eight new courses proposed for the new certificate, were in that meeting package. The ancillary documentation (concept paper and implementation plan) for that program proposal were not ready in time for the meeting package for this Education Council meeting so the program proposal cannot be presented. It was requested that three of the eight new courses be brought to Council as a derived proposal. Council and Curriculum Committee chairs agreed to do so in order to facilitate registration for the courses that would begin in June 2016 if Council recommends.

DISCUSSION:
This is irregular. Curriculum Committee members viewed these course outlines as part of the 19 April meeting package and the proposal for the program was discussed. The committee did not specifically discuss the new courses. Further, the discussion regarding the program was curtailed due to the length of the meeting and apparent committee exhaustion. The committee agreed that the chair should monitor the changes to documents requested by the committee. This has been done and specifically with the Course Outlines for these three proposed new courses. Education Council may wish to request changes to the course outlines.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve Three New UT Courses: Society, Space, Environment: Introducing Human Geography (GEOG 1100); Earth Systems (GEOG 1110); Introduction to First Nations and Indigenous Studies (INDG 1100)

Prepared by:
David Branter
Chair, Curriculum Committee
Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

**PROGRAM/COURSE NAME(S):** Introduction to First Nations and Indigenous Studies (INDG 1100), Introductory Human Geography (GEOG 1100), Earth Systems (GEOG 1110), Introduction to Criminology (CRIM 1150), Canadian Legal System (CRIM 1160)

**ANTICIPATED START DATE:** September, 2016

<table>
<thead>
<tr>
<th>Curriculum Developer:</th>
<th>David Wells</th>
<th>Title:</th>
<th>Dean, School of Arts and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Centre:</td>
<td>Arts and Sciences: Centre for Academic Foundations</td>
<td>Department: Humanities</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:dwells@vcc.ca">dwells@vcc.ca</a></td>
<td>Phone/Ext.: 7318</td>
<td></td>
</tr>
</tbody>
</table>

**A) DEVELOPMENT TYPE** (select all that apply)

- □ NEW PROGRAM  
  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

- X NEW COURSE(S)  
  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
  This course replaces:

- □ CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)
  □ Program/Credential
  □ Prior Learning Assessment and Recognition (PLAR)
  □ Program Admission Requirements
  □ Program Learning Outcomes (Indicate outcome number(s): ____________)
  □ Grading system (*at variance with policy C.1.1 Course/Program Grading*)
  □ Program duration/maximum allowable time for completion
  □ Program GPA requirements
  □ Program/Course Credit Hours
  □ Course Evaluation Plan (*at variance with policy C.1.1 Course/Program Grading*)
  □ Course sequencing (*that impacts the year the course is offered in*)
  □ Other: __________________________________________________

- □ MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)
  □ Program/Course Description
  □ Program Purpose
  □ Recommended Student Characteristics
  □ Course Sequencing (*that does not impact* year the course is offered in)
  □ Course Name/Number
  □ Course Pre-requisite(s)/Co-requisite(s)
  □ Course Learning Outcomes
  □ Course Evaluation Plan (*within policy C.1.1 Course/Program Grading*)
  □ Instructional Delivery Mode
B) ATTACHED DOCUMENTATION

☐ Program Content Guide

☑ Course Outline(s)

All new, revised or replacement courses **must be approved in advance** with the Registrar’s Office.

Course name and number: ____Introduction to Criminology (CRIM 1150)____

Course name and number: ____Canadian Legal System (CRIM 1160)____

Course name and number: ____Introduction to First Nations and Indigenous Studies (INDG 1100)____

Course name and number: ____Introductory Human Geography (GEOG 1100)____

Course name and number: ____Earth Systems (GEOG 1110)_____________________

(Add additional lines if required)

C) RATIONALE

<table>
<thead>
<tr>
<th>1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change. For new courses, provide a rationale for developing the course.</th>
</tr>
</thead>
</table>

Three of the courses (INDG 1100, CRIM 1150, CRIM 1160) have been licensed from NEC Native Education College for a two-year period. The rationale for these courses is as follows:

1. These three courses provide valuable electives for students in a range of post-secondary program areas who are seeking indigenous content in their educational experience. These will be valuable elective options for the Degree programs in the Health Sciences;
2. All three courses were developed and delivered as part of an Aboriginal Justice Studies Certificate and have assigned transfer credits with the School of Criminology and First Nations Studies Department at Simon Fraser University;
3. In addition to being valuable elective options for our existing degree programs, and transfer certificates leading into the Bachelor of Environment Degree program at SFU, these courses will be important components of the Associate of Arts credential
4. Surveys have been conducted on the existing University Transfer students showing significant demand levels for additional University Transfer programming in both Science and Arts areas. Surveys are currently underway in the College Foundations areas
5. The pilot delivery of these courses at VCC affords the opportunity to create some greater co-delivery and pathways opportunities, not only with NEC Native Education College, but SFU and potentially the Justice Institute of BC
Two of the courses (GEOG 1100, GEOG 1110) are in the process of being constructed as a result of Curriculum Development funds. The rationale for these courses is as follows:

1. These two courses provide valuable electives for students in a range of post-secondary program areas, including the Degree programs in the Health Sciences;
2. In addition to being valuable elective options for our existing degree programs, and planned transfer certificates leading into the Bachelor of Environment Degree program at SFU, these courses will be important components of the Associate of Arts credential that is an identified high priority within the Integrated Academic Plan.
3. Surveys have been conducted on the existing University Transfer students showing significant demand levels for additional University Transfer programming in both Science and Arts areas. Surveys have also been completed in the College Foundations areas, indicating high levels of interest in academic post-secondary programming.

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

No. The curriculum has already been licensed for a two year period from NEC Native Education College. The funds allocated through the Curriculum Development Fund should enable the full development of the two Geography courses included in this submission. Space for these courses has been made in the 2016/17 enrolment plan for University Transfer area.
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td></td>
</tr>
<tr>
<td>Department Support Staff</td>
<td></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>X Aboriginal Education and Community Engagement (AECE)</td>
<td>April 14, 2016 – edits provided (Tami Pierce), April 21, 2016 (Toni Gladstone), April 21, 2016 (Colin Sanderson)</td>
</tr>
<tr>
<td>X Assessment Centre</td>
<td>April 17, 2016 (Rachel Warrick) No feedback provided on CRIM</td>
</tr>
<tr>
<td>X Centre for Instructional Development</td>
<td>April 1, 2016 – Edits received, April 21, 2016 (Bret Griffiths and Elle Ting)</td>
</tr>
<tr>
<td>X Counselling &amp; Disability Services (CDS)</td>
<td>April 21, 2016 (Linda Duarte), April 4, 2016 (no feedback provided on CRIM)</td>
</tr>
<tr>
<td>X Financial Aid</td>
<td>April 21, 2016 (Sherry Pidperyhora), April 8, 2016 – no feedback provided on CRIM</td>
</tr>
<tr>
<td>X Learning Centre</td>
<td>March 22, 2016 (Emily Simpson) April 4, 2016 - No feedback provided</td>
</tr>
<tr>
<td>X Library</td>
<td>April 4, 2016 forwarded for further information, April 19, 2016 (Virginia Adams)</td>
</tr>
<tr>
<td>X Registrar’s Office / Advising / Recruitment</td>
<td>April 4-6, 2016 – edits (Raymond Kaan)</td>
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<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>X VCC International and Immigrant Education</td>
<td>April 21, 2016 (Cathy Snyder Lowe)</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>X Communications and Marketing</td>
<td>March 10, 2016, April 8, 2016, and April 21, 2016 – no feedback</td>
</tr>
<tr>
<td>X Facilities</td>
<td>March 10, 2016, April 8, 2016, April 21, 2016 – no feedback</td>
</tr>
<tr>
<td>X Finance</td>
<td>March 23, 2016 – to Decision Note to Finance and Audit</td>
</tr>
<tr>
<td>X Information Technology (IT)</td>
<td>April 8, 2016 – no feedback on CRIM, April 21, 2016 (Peter Gregorowitz)</td>
</tr>
<tr>
<td>X Institutional Research (IR)</td>
<td>April 8, 2016 – no feedback</td>
</tr>
<tr>
<td>X Safety and Security</td>
<td>March 10, 2016, April 8, 2016, April 21, 2016 – no feedback</td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>X PAC/CEG</td>
<td></td>
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<tr>
<td>X Affiliation, Articulation and/or Accreditation bodies</td>
<td>Simon Fraser University – April 15, 2016 (Susan Rhodes)</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course #</th>
<th>Credits</th>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>1100</td>
<td>3</td>
<td>September 2016</td>
</tr>
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</table>

2. College Code: _UT__________________ Level: _01_______________
   Division Code: _2016__________________ Major: _UTES_______________

3. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course #</th>
<th>Credits</th>
<th>Effective Term</th>
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</thead>
<tbody>
<tr>
<td>GEOG</td>
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<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
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4. College Code: _UT__________________ Level: _01_______________
   Division Code: _2016__________________ Major: _UTES_______________

5. Course Identifier:

<table>
<thead>
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<th>Subject Code</th>
<th>Course #</th>
<th>Credits</th>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDG</td>
<td>1100</td>
<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

6. College Code: _UT__________________ Level: _01_______________
   Division Code: _2016__________________ Major: _UTES_______________

7. Course Identifier:

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<tr>
<th>Subject Code</th>
<th>Course #</th>
<th>Credits</th>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM</td>
<td>1150, 1160</td>
<td>3.0, 3.0</td>
<td>201670</td>
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</table>

8. College Code: UT Level: 01
9. Which of the following fee structure applies?

- [ ] UT
- [ ] Applied
- [ ] ABE
- [ ] Differential
- [ ] Cost Recovery
- [ ] IE
- [ ] Contract

10. Finance Org Code: 3366

11. Tuition for all courses: Domestic: ___________________ International: ___________________

12. College Initiative fee to be charged?  Yes  [ ] No

13. Student Society fees?  Yes  [ ] No

14. FTE Divisor:

15. Classification Code:

16. Taxonomy:
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Avery</td>
<td></td>
<td>April 8, 2016</td>
</tr>
</tbody>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wells</td>
<td></td>
<td>May 4, 2016</td>
</tr>
<tr>
<td>Course Name:</td>
<td>Introduction to Criminology</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Course Number:</td>
<td>CRIM 1150</td>
<td></td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Sep 1, 2016</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This course will present an overview of the concepts, themes, and issues encountered in the discipline of criminology (or the study of crime). The course explains the basic concepts of criminology such as crime, deviance, rehabilitation, and the victim, as well as looking more in-depth at critical theories of race, ethnicity, gender, and class. We will examine the development of criminology through classical and modern theories. The relationships between theory and practice are also examined.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>School of Arts and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Fulfillment of general University Transfer requirements

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

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
Course Learning Outcomes:
Upon successful completion of this course, the learner will be able to:
1. Describe criminology as an interdisciplinary body of knowledge relative to other disciplines of study;
2. Define key terms and concepts used in criminology;
3. Explain the relationship between theory and practice of criminology;
4. Discuss the history and evolution of classical and modern criminological thought;
5. Discuss the nature and distribution of crime and delinquency;
6. Discuss theoretical perspectives on the causes and character of crime;
7. Discuss social and institutional responses to the crime problem;
8. Describe criminological research, including trends in criminology;
9. Provide examples of the practical application of criminology;
10. Discuss the foundations of scientific criminology policies; and
11. Critically evaluate the implications and applications of historical and contemporary criminology relating to Aboriginal peoples.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counseling and Advising Service areas.
University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate University Transfer Science Certificate
University Transfer Physics for Modern Technology Certificate
University Transfer Computing Science and Software Systems Certificate
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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<td>D</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Seminar participation</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>30-45 minute group discussion assignment</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20</td>
<td>Homework assignments for each of the 5 general topic areas</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>Paper Proposal (1-3 pages)</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Term Paper (2500 words)</td>
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</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 60

### Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Responses to crime and deviance
2. Critical criminology
3. Feminist criminology
4. Convict criminology
5. Aboriginal and Restorative Justice

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: The Canadian Legal System

Course Number: CRIM 1160  
Number of Credits: 3  
Effective Date: Sep 1, 2016

Course Description:
This course focuses on the history, development and present day operations of the Canadian legal system with special reference to the effects of Canadian Law on Aboriginal Peoples. The course will cover: constitutional law; administrative law; civil liberties; the court system; and, the functions of lawyers and judges. This course overviews the history of Canadian law and the system of the Canadian courts. Throughout this course we will consider the nature of legal reasoning, the doctrine of precedent, principles of statutory interpretation, as well as introduce the fields of contract, torts, administrative law, and family law. The process of law reform in Canada will also be examined.

School or Centre: School of Arts and Science

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Fulfillment of general University Transfer requirements

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
□ No  ☐ Yes (details below):
Course Learning Outcomes:

Upon successful completion of this course, the learner will be able to:
1. explore different conceptions of the purposes, nature and roles of law in Canadian society, including those expressed about, and by Aboriginal peoples.
2. compare different conceptions on the relationship between morality and ethics, and the law.
3. compare historical and modern sources of Canadian law, and how it is created and changed.
4. describe the process of the establishment of the legal regime in Canada.
5. understand the nature of legal reasoning, the doctrine of precedent, and methods of legal interpretation. To compare these methods of the determination of law to Aboriginal processes for establishing and maintaining social order.
6. identify the purposes, structures and functions of the components of the legal system in Canada.
7. understand the nature of Constitutions and the development of Canada’s constitution.
8. explain the implications of important treaties, legislation (especially the Indian Act), statutes, and cases that directly impact Aboriginal peoples.
9. understand the structure and functioning of the Canadian system of courts, and the expertise, authority, roles and duties of lawyers, judges and other legal personnel.
10. describe the purposes, nature and functioning of tort, family, administrative and criminal law.
11. describe the purposes, nature, and functioning of human rights, the Canadian Charter, and the role of international law in Canada and their significance for Aboriginal peoples.
12. apply Canadian law to specific sets of facts and to be able to conduct basic legal research.
13. consider the significance of learned legal constructs on Aboriginal peoples.

Program Learning Outcomes:

If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counseling and Advising Service areas.

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Physics for Modern Technology Certificate
University Transfer Computing Science and Software Systems Certificate
**Evaluation/Grading System**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Field Experience</td>
<td>15</td>
<td>Courtroom observation and written reflection (700 words)</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>20-30 minute oral presentation, including audio-visual support</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Written summarization of Aboriginal Law presentation (700 words)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tr>
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</table>

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Constitutional Law
2. Legal Reasoning, the doctrine of precedent, and principles of statutory interpretation
3. Aboriginal Law
4. Criminal Law
5. Torts of Intention and Negligence
6. Court Orientation and Observation
7. Family Law
8. Administrative Law

VCC Education and Education Support Policies

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Society, Space, Environment: Introducing Human Geography

Course Number: GEOG 1100  Number of Credits: 3.0  Effective Date: September 2016

Course Description:
This course introduces students to human geography - the study of how humans shape their world, considered from spatial and environmental perspectives. The course addresses the concepts, methods, techniques and applications of geographic analysis and how human geographers employ these approaches to investigate and understand the cultural, ecological, political, and economic dimensions of human societies. More specifically, the course focuses on the processes that produce spatial patterns of human activities by examining the links between the global and local, the unevenness of political and economic development, interactions between society and nature, processes of urbanization, and the geographies of culture. The overall purpose of this course is to provide students with the foundation for more advanced course work in geography as well as other social science disciplines. In doing so, it explores both quantitative and qualitative methods as well as theoretical perspectives.

Course Pre-requisites (if applicable):
Admission to University Transfer program at VCC.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Course Learning Outcomes:

Upon successful completion of this course, students will be aware of the many different approaches geographers use to describe and explain human activities and spatial processes. In particular, students will be able to:

1. Situate human geography within the broader discipline of geography.
2. Describe the major themes and fundamental concepts in human geography.
3. Apply human geography theory and approaches to empirical examples and case studies.
4. Describe spatial patterns of human phenomena and explain the processes that give rise to those patterns.
5. Articulate the interdependencies between geographical processes at local, regional, national and international scales.

Program Learning Outcomes:

If this course is taken as a requirement or an elective in the following first-year University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counseling and Advising Service areas:

- University Transfer Arts Certificate
- University Transfer Computing Science and Software Systems Certificate
- University Transfer Environmental Studies Certificate
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td>Non-cumulative, in-class exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Non-cumulative, in-class exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Two written assignments (10% each)</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation in class activities</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Individual or group project and presentation</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
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</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
- Introductory Concepts
- Globalization
- Population Geographies
- Human-Environment Relations
- Cultural Geographies
- Places and Landscapes
- Economic Development
- Food and Agriculture
- Political Geographies
- Urbanization
- City Spaces

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

Approved by Curriculum Committee:        Approved by Education Council:
Course Name: Earth Systems

Course Number: GEOG 1110  Number of Credits: 3.0  Effective Date: September 2016

Course Description:
This course examines the important elements of the global environment, emphasizing interactions between the atmosphere, hydrosphere, lithosphere and biosphere. Major topics include the global energy system, atmospheric and oceanic processes, hydrologic, tectonic and biogeochemical cycles, geomorphic processes and landforms, essential ecological concepts, as well as world soil and vegetation patterns. The tools and methods of study applied in the discipline of physical geography and the relationships of human-environment interactions are also considered.

School or Centre:  School of Arts and Sciences

Year of Study:  1st Year Post-secondary

Course History:  New Course

Course Pre-requisites (if applicable):
Admission to University Transfer program at VCC.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
The course will include lectures and group discussions.

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

1. Explain the foundation of understanding about Earth's systems: landforms, climate, soil and vegetation.
2. Describe the components of these systems and their interactions.
3. Communicate clearly about the origin and dynamics of Earth's physical features.
4. Describe observable spatial and temporal patterns.
5. Demonstrate ability to critically evaluate global interdisciplinary processes.
6. Exhibit capacity for critical thinking about decision making as it relates to human-environment interactions.
7. Participate collaboratively in research projects and laboratories.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first-year University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counseling and Advising Service areas:

University Transfer Arts Certificate
University Transfer Computing Science and Software Systems Certificate
University Transfer Environmental Studies Certificate
University Transfer Science Certificate
### Evaluation/Grading System

<table>
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<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
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<tbody>
<tr>
<td>Letter Grades</td>
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<td>D</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>45</td>
<td>Three midterm exams at 15% each</td>
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<tr>
<td>Participation</td>
<td>10</td>
<td>Participation in class activities</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>In-class presentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
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</table>

Total 60

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Physical geography essentials and themes: Earth’s form, motions and physical realms
- Tools and methodology in geography: Spatial data, maps and projections, GIS, remote sensing
- Global energy system: Atmospheric composition and structure, radiation and energy transfer
- Atmospheric and oceanic circulation: Pressure and wind systems, ocean currents
- Weather development: Hydrological cycle, precipitation processes, intense weather systems
- Climate controls and water balance: Climate classification and patterns, global climate change
- Earth crust and rock cycle: Minerals and rocks, plate tectonics, weathering and mass movements
- River processes and landforms: Fluvial geomorphology, surface runoff, stream flow and floods
- Wind-generated waves and landforms: Aeolian processes, deserts and coastal environments
- Glacial processes and landforms, Alpine and continental glaciers, periglacial landforms, ice ages
- Biosphere essentials: Ecological processes and systems, soil formation and global patterns
- Vegetation structure: Biogeography, plant adaptations, ecological succession and world biomes

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 

Approved by Education Council: 
**Course Name:** Introduction to First Nations & Indigenous Studies

**Course Number:** INDG 1100  
**Number of Credits:** 3.0  
**Effective Date:** September 2016

**Course Description:**
This course examines the political and social significance of being Aboriginal in Canada. Students will study the history and culture of Indigenous peoples through anthropology, political science, history, sociology, and legal studies. Where possible, the course draws on First Nations writings and contrasts First Nations and non-First Nations perspectives.

**School or Centre:** School of Arts and Sciences  
**Year of Study:** 1st Year Post-secondary

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**
Admission to University Transfer program at VCC.

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

---

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No  ☐ Yes (details below):
**Course Learning Outcomes:**

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

1. Analyze and contrast First Nations' and non-First Nations' histories and global world views;
2. Describe Aboriginal values based on cultural belief system;
3. Describe the impact of colonization in Canada and explain how racism affects self and others;
4. Describe what “culture” is and how it is manifested and explain the importance of maintaining cultural values; explain the contribution of Elders in First Nations’ cultures;
5. Describe the cultural diversity of Canada’s First Nations;
6. Explain the concepts of Aboriginal Justice and discuss Aboriginal administered justice systems in Canada;
7. Describe the legal context(s) of Aboriginal people in Canada (Constitution and Indian Act), treaty process, and land issues in Canada.

**Program Learning Outcomes:**

If this course is taken as a requirement or an elective in the following first-year University Transfer Certificate programs, the learning outcomes are found in the relevant Program Content Guides available at the Counseling and Advising Service areas:

- University Transfer Arts Certificate
- University Transfer Computing Science and Software Systems Certificate
- University Transfer Environmental Studies Certificate
### Evaluation/Grading System

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<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
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<td>Seminar Participation</td>
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<tr>
<td>Assignments</td>
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<td>Group Discussion Assignment</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20</td>
<td>Journals (2 @ 3 pages each)</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>Paper Proposal (1-2 pages)</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Term Paper (2500 words)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

### Learning Environment/Type

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<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
- Colonialism
- Whose History?
- Treaties and Law
- Elders’ Roles
- Rights and Responsibilities
- Governance and Justice
- Assimilation
- Residential Schools and Reconciliation
- Leadership Roles
- Decolonization and Healing

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
PREPARED FOR: Education Council

ISSUE: New Program: Visual Communications Design Diploma (with Certificate exit)

BACKGROUND:
This proposal, presented by Lorena Espinosa, is a fully recreated and renamed graphic design credential. Students can enter the Certificate, the Diploma program at year 1 or the Diploma program at year 2. As a result of discussions at the April 2016 Education Council meeting two PCGs have been written, one for the Certificate and one for the Diploma. The credit requirements for each credential are heavy but still within policy and practice.

DISCUSSION:
This is a large scale, complex and very specialized program proposal. The committee had many questions regarding Admission Requirements, the number of Recommended Student Characteristics, Program and Course Learning Outcomes and Course Descriptions. In addition all new course numbers and some new course codes were applied by the Registrar’s Office. The Curriculum Committee meeting of April 19th went very long and the committee voted to table the proposal and continue considering it at the May meeting. Subsequently, Lorena Espinosa communicated with chair David Branter to request a special Curriculum Committee meeting to finish deliberation and discussion on the proposal. The chair agreed so a special meeting convened on 3 May 2016 to continue dealing with the proposal. Special (or extra) Curriculum Committee meetings have occurred a number of times especially due to heavy agenda content. The April 19th meeting agenda should have been split between two meetings. Many changes were made as a result of the discussions in both meetings. Smaller scale changes included the usual style/grammar/typo corrections plus corrections to and alignment of credit weightings and course contact hours in both course outlines and the PCGs. The length and content of many of the Course Descriptions remain contentious. The chair’s thought on this topic is that, given a complete re-write of most of the Course Descriptions would be necessary to address committee concerns, that moving the program proposal forward out-weighed this style consistency concern. The topic can be discussed with departmental faculty and new Course Descriptions can be brought to Curriculum Committee as a minor change.

RECOMMENDATION: Curriculum Committee recommends Education Council recommend the Board approve the New Program: Visual Communications Design Diploma (with Certificate exit).

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S):
Visual Communications Design Diploma

ANTICIPATED START DATE:
January 2017

Curriculum Developer:
Lorena Espinoza (Digital Graphic Design Department Head) lespinoza@vcc.ca
Ashlea Spitz (Digital Graphic Design Instructor) aspitz@vcc.ca

School/Centre: School of Trades, Technology & Design

Department: Digital Graphic Design (Visual Communications Design)

A) DEVELOPMENT TYPE (select all that apply)

X NEW PROGRAM
Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

□ NEW COURSE(S)
Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
This course replaces: ______________________________________________

□ CHANGE TO A PROGRAM AND/OR COURSE
(select all that apply)
□ Program/Credential
□ Prior Learning Assessment and Recognition (PLAR)
□ Program Admission Requirements
□ Program Learning Outcomes (Indicate outcome number(s): __________)
□ Grading system (at variance with policy C.1.1 Course/Program Grading)
□ Program duration/maximum allowable time for completion
□ Program GPA requirements
□ Program/Course Credit Hours
□ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
□ Course sequencing (that impacts the year the course is offered in)
□ Other: ______________________________________________________________________________________

□ MINOR REVISION TO A PROGRAM AND/OR COURSE
(select all that apply)
□ Program/Course Description
□ Program Purpose
□ Recommended Student Characteristics
□ Course Sequencing (that does not impact year the course is offered in)
□ Course Name/Number
B) ATTACHED DOCUMENTATION

- Program Content Guide
- Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar's Office.

Year 1 Courses:
- VCDP 1110 Design Foundation
- VCDP 1111 Adobe Creative Cloud
- VCDP 1120 Image Foundation
- VCDP 1121 Photography Foundation
- VCDP 1130 Typography Foundation
- VCDP 1131 Intermediate Image
- VCDP 1140 Composition
- VCDP 1141 Client Designer Management
- VCDP 1250 Brand Identity Foundation
- VCDP 1251 Print Production Foundation
- VCDP 1260 Brand Design Intermediate
- VCDP 1261 Print Production Intermediate
- VCDP 1270 Web Design Foundation
- VCDP 1271 Web Development Foundation
- VCDP 1280 Interaction Design Foundation
- VCDP 1281 Wordpress Foundation
- VCDP 1290 Certificate Portfolio
- VCDP 1291 Personal Promotion Foundation

Year 2 Courses:
- VCDP 2310 Advanced Image and Photography
- VCDP 2311 Studio Business Practices
- VCDP 2320 Editorial Design
- VCDP 2321 Studio 1 with Advanced Type
- VCDP 2330 UX/UI Design
- VCDP 2340 Wordpress & E-Commerce
- VCDP 2450 Advanced Web Development
- VCDP 2451 Studio 2 with Web Production
- VCDP 2460 Web Marketing
- VCDP 2470 Packaging Design
- VCDP 2471 Studio 3 with Print
- VCDP 2480 Advertising and Art Direction
- VCDP 2490 Diploma Portfolio
- VCDP 2491 Event Production
- VCDP 2500 Practicum
C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change. For new courses, provide a rationale for developing the course.

   - Increase the profile of the department and the school
   - Add flexible pathways for exit and entrance
   - Create bridging opportunities with other post-secondary institutions
   - Enhance program currency and potential for revenue generation.
   - Allow a necessary tuition boost and to allow the program to remain competitive with other institutions
   - Add client interaction and practicum curriculum which would greatly differentiate the program from any other program in Western Canada by incorporating hands on training.

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

   - Second Mac lab (currently we only have one classroom with two cohorts per day)
   - Share Mac lab with CS (additional lab time for students)
   - New instructors (expect 1.6 instructors)
   - New half time lab assistant (half time)
   - Extra time for DH (currently at 44 days, change to 90 days)
   - Modifications to a classroom and furniture
   - All of these things will be accounted for in the budgeting process since this is a new program
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>January to April, 2016 <strong>Lorena Espinoza, Ashlea Spitz, Anthony Trad</strong> Department has reviewed and had input on all program changes</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Various departments were consulted during the development of this new program (full detailed history is included in Concept Paper)</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>February 6, 2016 (1hr meeting) <strong>Tami Pierce, Toni Gladstone, Colin Sanderson, Jayne Simpson, Mihaela Vasilache</strong> Lorena met with entire department and reviewed concept paper, all were excited and the concept paper was well received</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td><strong>Rachel Warick</strong> (We are currently waiting to hear back from Rachel)</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Over 20 meetings since the inception of the new program <strong>Brett Griffiths</strong></td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td><strong>Linda Duarte</strong> DGD has a close relationship with Counselling, she sees no additional issues with the new program and supports the New Diploma</td>
</tr>
<tr>
<td>Financial Aid</td>
<td><strong>Sherry Pidperyhora</strong> initially she was contacted and has been sent a complete PCG package. On initial review her concern is always with class hours and financial aid. The program has not changed hours from current program, and the second year has the same amount of hours plus the internship, so we foresee no issues from her review</td>
</tr>
<tr>
<td>Learning Centre</td>
<td><strong>Emily Simpson</strong> indicated potential concerns with resume writing support from the Learning Centre. This has been addressed.</td>
</tr>
<tr>
<td>Library</td>
<td><strong>Elena Kuzmina</strong> We are currently well supported with resources, new program was well received</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td><strong>Raymond Kaan</strong> was supplied original course codes, he has reviewed and sent changes, we see no further changes needed. <strong>Rajesh Kapoor</strong>, Advisor, Advising Services Rajesh has read the complete Concept Package, and has read PCG drafts, he is very excited about the program, he sees only added interest in the program due to it’s Diploma status. <strong>Seth Li</strong>, Student Recruitment Specialist. DH and Seth have been talking about the New Diploma and recruitment for a full year now. He is very supportive of the new program and sees added opportunities, particularly attracting high school graduates.</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td><strong>n/a</strong></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td><strong>Cathy Snyder Lowe</strong> and <strong>Angela Liang</strong> (April 13, 2016) DH met with both representatives and carefully reviewed draft PCG. We deeply discussed the practicum component and the English requirements, they both support the program.</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td><strong>Karen Wilson</strong> was sent communications March 14th but the department is still waiting to have a discussion. <strong>Kristy Neville</strong> has also been sent a PCG Draft Package, she supports the new program.</td>
</tr>
</tbody>
</table>
Facilities

Gordon McIver, Dean Continuing Studies and Angela Korens. We have had many discussions with CS, we look forward to sharing facilities and resources to aid in the continued sustainability of both programs.

Finance

Stefan Valchev, April 12th and continued discussion. Stefan has been working on the finance, we currently have a tuition draft. The proposed tuition increase aligns with the comparative study completed by the DH.

Information Technology (IT)

Peter Gregorwich and (Six meetings, they are aware of the new program, are in full support and we continue to work together to maximize our software resources). This a large part of our program, Peter and Elmer have been very supportive. Peter thanked Lorena from the entire college, about the Adobe Licence “Lorena with boundless energy, tenacity and Adobe knowledge uncorked the Adobe issue that has stuck since 2014.”

Institutional Research (IR)

Brain Beecham (has been sent a PCG draft package)

Safety and Security

Surinder Auklah, DGD works closely with Security due to added access hours. Surinder is happy with current workflow and looks forward to supporting the New Program.

EXTERNAL CONSULTATIONS

FEEDBACK (include date received)

PAC/CEG

Due to the limited faculty resources we have not had a formal pack meeting since May 2015, however we are in the process of arranging one for early May 2016. We have however contacted and have various meetings with external experts and the program was well received.

Affiliation, Articulation and/or Accreditation bodies

Graphic Designers of Canada (GDC), our faculty Ashlea Spitz is Education Co-Chair, she has discussed with board members of our new program, the GDC is eager to further discuss collaboration and other post secondary institutions await our PCG to build bridging opportunities.

PSIPS

Pervin Fahim has done confirmation research on the timing of posting to PSIPS, we will be posting to PSIPS on May 11th after the EDCO meeting (considering all goes well in Curriculum and the PCG and course outlines are firm by then)

DQAB

n/a

E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

   Subject Code: | Course #: | Credits: | Effective Term:

2. College Code: ___________________ Level: _____________

   Division Code: ___________________ Major: _____________
3. Which of the following fee structure applies?
   - [ ] UT
   - [ ] Applied
   - [ ] ABE
   - [ ] Differential
   - [ ] Cost Recovery
   - [ ] IE
   - [ ] Contract

4. Finance Org Code: ______________________

5. Tuition for all courses:
   - Domestic: ______________________
   - International: ____________________

6. College Initiative fee to be charged?  [ ] Yes  [ ] No

7. Student Society fees?  [ ] Yes  [ ] No

8. FTE Divisor: ______________________

9. Classification Code: ________________

10. Taxonomy: ________________________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorena Espinoza</td>
<td>via email</td>
<td>May 4, 2015</td>
</tr>
</tbody>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>Name</th>
<th>Sign off</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debbie Sargent</td>
<td>via email</td>
<td>May 4, 2015</td>
</tr>
</tbody>
</table>
Visual Communications Design Certificate

Program Content Guide

Effective Date: September 2017
Goal

The goal of this program is to prepare students for a career in the visual communications design industry. Students will study the visual communications design industry via seven key foundational pillars. These include: workforce, studio practices, client interaction, client-centered project, curriculum, conceptual thinking, and flexible pathways.

The Conceptual Thinking pillar combines brainstorming, research and problem solving with creative and critical thinking. This allows students to work both collaboratively and individually to produce applicable and unique solutions for design problems via a group critique process.

The Workforce pillar ensures students graduate with the skills necessary to gain employment in the three common areas of graphic design practices:

- working freelance
- working in in-house corporate environments
- working in advertising, marketing and interactive agencies

The Studio Practices pillar provides students an opportunity to train in a program built around a true studio experience.

The Client Interaction pillar requires students the opportunity to work directly with clients to experience a diverse range of expectations. Working directly with clients reinforces student understanding of audience and provide opportunities to enrich communication skills to meet client expectations.

The Client Centered Project pillar allows students to work on projects that emphasize both conceptual understanding of modern design as well as production skills. The student projects serve as exemplars that will be integrated into a professional portfolio.

The Curriculum pillar provides students with built-in complimentary courses to help enhance understanding of graphic material; each block compliments the other concurrently and consequently.

The Flexible Pathways pillar affords students the option to gain a solid foundation in visual communication and exit with a certificate after nine months. Other students who may wish to cultivate their skills and ascend to a higher level, can continue to second year and be provided with an enriched client experience paired with advanced courses for a diploma.
Admission Requirements

1. English 12 with a B grade or equivalent

2. Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Personal portfolio*
   - Resumé and letter of intent clearly listing reasons for pursuing the certificate*

* For further information on the above, please view the Visual Communications Design Selection Guidelines available on the VCC website.

Prior Learning Assessment & Recognition (PLAR)

The Visual Communications Design Program does not offer prior learning assessment & recognition at this time.

Program Duration

The Visual Communications Design Certificate consists of 18 courses totalling 56 credits offered over a nine month duration. This is a full-time, daytime offering. The maximum allowable completion time is four years.

Program Learning Outcomes

Graduates of the Certificate program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
- Apply technical skills using current and emerging technologies relevant to the field of graphic design.
- Describe and apply principles of design in aesthetics, history, typography, and colour theory.
- Communicate and work efficiently and effectively within teams and independently.
- Analyze, plan and implement design while considering client needs and their target audience.
Instructional Activities, Design and Delivery Mode

Both the Visual Communication Certificate and Diploma curriculum are designed to provide context and mimic the real-world graphic design industry. Courses in this face-to-face program are delivered through a combination of instructional activities including, but not limited to; lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The Digital Graphic Design lab, located at the downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes in the program take place in a modern computer lab.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques and quizzes (both written and performance based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions which can include reflections and client feedback. Professional conduct, which includes collaboration and teamwork, time management, organization, communication, participation and attendance, will also affect the final grade in each section. A minimum GPA of 2.0 is required to achieve a passing grade in each course and to receive a certificate and/or diploma.

Recommended Characteristics of Students

- Ability to work well in a fast paced deadline driven environment
- Ability to work effectively in a team and independently with confidence
- Customer service oriented and has the ability to work well with a wide variety of people
- Ability to give and receive feedback
- Demonstrates motivation, curiosity, and research-orientation
- Excellent oral and written communication skills
- Enthusiastic, positive attitude
- Demonstrates initiative, self-starter
- Flexible, adaptable
- A basic understanding of Mac computers is strongly recommended
## Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCDP 110</td>
<td>Design Foundation</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements which can influence graphic designers. By critiquing their own and each other’s work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>VCDP 111</td>
<td>Adobe Creative Cloud</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands on projects.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>VCDP 112</td>
<td>Image Foundation</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part of a graphic designer’s toolbox must include the careful and competent use of images in their designs. Students will learn how to source and select images in consideration of copyright laws as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching and exploring layers. Through hands-on projects students will work from simple guided experimentations towards the assembly of multiple images in a single document.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>VCDP 112</td>
<td>Photography Foundation</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is a project-based course that introduces students to</td>
<td></td>
</tr>
</tbody>
</table>
both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and to take advantage of basic photo principles to suit image creation for specific needs. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use camera RAW Adobe applications to edit photography. Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course to have students create original imagery for various projects.

<table>
<thead>
<tr>
<th>1</th>
<th>VCDP 1130</th>
<th>Typography Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
<td>Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design. Learning to recognize and use classic typefaces and techniques includes the use of kerning, tracking, leading and line length for their impact on legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and to evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan and implement design strategies based on client needs, students develop skills in working with typographic hierarchy, and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design as well as analogue and lettering techniques. Different font management softwares as well as sourcing practices will be introduced. Students will develop communication skills and will be guided in applying oral and visual presentation techniques to specific projects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>VCDP 1131</th>
<th>Intermediate Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
<td>Students will be introduced to image art direction; including planning and producing professional solutions for advertising briefs considering visual message. Learners will recognize when it is best to create and/or have images created towards an implicit message. Students will use images creatively to communicate a single frame narrative using composites. They will further explore Photoshop techniques including non-destructive editing, retouching, filters, and various techniques for more advanced selections. All learning will take place through the execution of various projects which will consider both conceptual thinking and technical image planning in order to produce final image composites.</td>
</tr>
<tr>
<td></td>
<td>VCDP 1140</td>
<td>Composition</td>
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<tr>
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<tr>
<td>1</td>
<td></td>
<td>In this course, students will learn how to confidently apply traditional design principles and client communication objectives to a variety of compositions. They will learn to identify the key factors that determine a designer’s selection, and the use and treatment of type and image within design projects under the consideration of compositional design principles. They will integrate type and image, give a layout a clear focus, create relationships between type and image and create a visual and typographic hierarchy. Some projects are based on semiotics in order to create meaning through perceived visual, illustrated and typographic relationships. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.</td>
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<tr>
<td>3.0</td>
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<table>
<thead>
<tr>
<th></th>
<th>VCDP 1141</th>
<th>Client Designer Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Client relationships, expectations and management are a crucial foundation of any project. A graphic designer is not a graphic designer without a client, therefore this course is an essential stepping stone to a career in the industry. In this course, students will learn how to communicate by researching, identifying and producing both standard and interactive creative briefs towards the development of a visual branding and messaging. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects. Students will work in teams in situations which mimic real industry experiences in order to develop their understanding of real graphic design project obligations. They will learn to how to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to clients. Basic copywriting skills, voice and written message will be explored. Finally, students will identify key aspects of and successfully navigate through client-designer contractual relationships, both in an entrepreneurial setting and a studio one.</td>
</tr>
<tr>
<td>3.0</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>VCDP 1250</th>
<th>Brand Identity Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Creation of a brand identity is one of the integral tasks in design. This creative and dynamic course will give students an in-depth look at the brand identity design process: from research, planning and strategic principles through to design and decision-making. Developing an understanding of the different components of a corporate identity by way of a series of brand case studies, students will explore brand essence and creative approaches to building a brand and identity. Considering how each element of the identity is instrumental to developing a brand perception, each</td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
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</tbody>
</table>
The student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral and presentation materials while maintaining professional graphic standards. Technical skills will also be developed with the use of Adobe Creative Cloud softwares throughout various in class assignments and projects.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCDP 1251</td>
<td>Print Production Foundation</td>
<td>Students will explore the life cycle of a print job while applying the proper use of industry standard design software tools such as InDesign and Acrobat Professional. Terminology of the printing process, as well as identifying classifications of paper, printing methods, and sourcing suppliers are emphasized to aid with understanding layout and design strategies. One of the highlights of the course is a tour of a local print shop to see the process in action which contributes to classroom learning. Through practical assignments, students will learn to create, check and export designs to PDF for examination inside Acrobat Professional and to print successfully.</td>
</tr>
<tr>
<td>VCDP 1260</td>
<td>Brand Design Intermediate</td>
<td>Students in this course will develop creative thinking skills in order to clearly communicate strategies to build a successful brand. They will develop an understanding of the different components of corporate identity through the design of a brand style guide. The course projects will further add to the technical aspect of layout design using Adobe InDesign, Illustrator and Photoshop. Students will apply visual language to create and communicate a corporate brand message through the development of multiple page projects, and brochures.</td>
</tr>
<tr>
<td>VCDP 1261</td>
<td>Print Production Intermediate</td>
<td>In today's fast-moving digital world, variations and requirements of projects that need printing are often complex. Students will explore the technical processes essential to developing and managing intricate design projects across a variety of media. Covering topics such as multiple-page documents, colour management, preflight process, differences and implications between PDF standards are the core concepts of this course. Students will gain a strong technical understanding to balance creativity and print production limitations.</td>
</tr>
<tr>
<td>VCDP 1270</td>
<td>Web Design Foundation</td>
<td>The principles of design (such as contrast, unity, and balance) will now be applied for the creation of websites and web design aesthetics. Basic design principles also apply but the designer must understand limitations while taking advantage of design flexibility. Learn how colour theory is applied to contrast and legibility on screen, and in</td>
</tr>
</tbody>
</table>
creating depth. Through the use of emphasis and hierarchy with shapes, patterns, and borders students will be able to unify their designs. They will explore both historical and current trends in a rapidly changing environment. Students will create design mock-ups to use in the complementary course, Web Development Foundation (1251).

<table>
<thead>
<tr>
<th>2</th>
<th>VCDP 1271</th>
<th>Web Development Foundation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>This course is based on the principles of responsible web design, application of visual composition and the foundation of web standards code. Using web standards technologies of HTML5 and CSS3, students will sustainably design and deliver cross-device and platforms visual layouts. They will learn the importance of planning, explore the limitations and flexibility of media in terms of message, content, design and technology. Students will learn how to create structure and to plan and produce flexible grid-based layouts and to work with text, images and video. Emphasis will be placed on learning the responsible use of the cascade within the CSS and HTML suites and the proper use of HTML5 tags and their meanings. The major underpinnings of technical and design considerations will be usability, accessibility, sustainability and performance through various hands-on-projects.</td>
</tr>
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<table>
<thead>
<tr>
<th>2</th>
<th>VCDP 1280</th>
<th>Interaction Design Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours, and design functionality through visual engagement. A large part of audience consumption occurs typographically, as we read content, so students must learn the aesthetic considerations of web typography to enable legibility and readability. They will explore various methods of prototyping, including wireframes and mockups, using various technologies based on project needs. Through various real world simulations and gathering of content, students will apply basic user experience and interfaces (UX and UI) to projects.</td>
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<table>
<thead>
<tr>
<th>2</th>
<th>VCDP 1281</th>
<th>Wordpress Foundation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes and then</td>
</tr>
</tbody>
</table>
organise and populate content into a Wordpress site. They will be able to use Wordpress features to customize a theme through basic coding techniques. Finally, they will learn to troubleshoot simple issues on a live server, choose hosting solutions, and use FTP on client-centered projects.

<table>
<thead>
<tr>
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<th>VCDP 1290</th>
<th>Certificate Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Students will individually select and complete a number of design projects and thereby learn how to effectively showcase their design work through a variety of formats and mediums. They will build and develop their own brand identity to aid in the planning and execution of their portfolios, considering audience and communication avenues throughout. This will promote the development of the skills, methods and collateral necessary to obtain employment in the industry.</td>
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<thead>
<tr>
<th></th>
<th>VCDP 1291</th>
<th>Personal Promotion Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Students will begin the transition to employment in the graphic design industry. They will build on the skills required to promote themselves and their portfolio to a targeted demographic with an emphasis on gaining employment in the industry. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.</td>
</tr>
</tbody>
</table>

Total Certificate Program Credits: 56.0
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

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

Course Standings

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

Grade Point Average (GPA)

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

2. 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.

3. 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.

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/

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Course Name: Design Foundation

Course Number: VCDP 1110  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
During this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements which can influence graphic designers. By critiquing their own and each other’s work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.

Course Pre-requisites (if applicable):
Students must be enrolled in the VCC Visual Communications Design Program.

Course Co-requisites (if applicable):
VCDP 1111

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Describe the role and responsibilities of a graphic designer
- Describe the industry standard design process
- Describe, identify and apply basic design principles and colour theory
- Research and apply graphic design history to projects
- Produce, in a timely manner, visual concepts to communicate and support message

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
- Apply technical skills using current and emerging technologies relevant to the field of graphic design.
- Describe and apply principles of design in aesthetics, history, typography, and colour theory.
- Communicate and work efficiently and effectively within teams and independently.
- Analyze, plan and implement design while considering client needs and their target audience.
### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>weekly assignments, includes in-class work and group assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>final projects</td>
</tr>
<tr>
<td>Lab Work</td>
<td>20</td>
<td>work in progress, project time management</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>participation and attendance</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>12</td>
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Total 56

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Roles and responsibilities graphic designers
- Creative design process
- Design principles
- Colour theory
- History of graphic design
- Brainstorming and idea generating techniques

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VCC-CD-20150901
Course Name: Adobe Creative Cloud

Course Number: VCDP 1111  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands on projects.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program.

Course Co-requisites (if applicable):
VCDP 1110

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:

• Apply industry standard software practices and project work-flows
• Identify the different colour systems of RGB and CMYK and their use
• Identify font file formats and develop a font management system
• Explain the impact of different image types on resolution and file size
• Create files for digital, press, and web output.
• Identify elements of the Illustrator user interface and demonstrate their functions
• Create, modify and transform objects through the use of drawing tools in Illustrator

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
• Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
• Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
• Apply and maintain professional responsibility and ethics to sustain professional development.
• Apply technical skills using current and emerging technologies relevant to the field of graphic design.
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Industry standard softwares (Adobe Suite & Mac OS) practices and project workflows
- Colour systems
- Font file formats and font management systems
- Image types, resolution and file size
- Digital press and web output
- Introduction to Adobe Illustrator, Photoshop, InDesign and Acrobat

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| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Image Foundation

Course Number: VCDP 1120  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Part of a graphic designer’s toolbox must include the careful and competent use of images in their designs. Students will learn how to source and select images in consideration of copyright laws as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching and exploring layers. Through hands-on projects students will work from simple guided experimentations towards the assembly of multiple images in a single document.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1110 and VCDP 1111 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1121

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:

• Adhere to creative commons guidelines and copyright laws when selecting and creating material
• Describe the advantages and disadvantages of vector and raster images
• Identify colour space limitations on image output
• Demonstrate image production techniques for various media
• Demonstrate use of Photoshop’s essential tools
• Use appropriate software for a design-specific need

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
• Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Copyright laws and Creative Commons
- Vector and raster images
- Colour space and limitations
- Image production techniques and resolution
- Photoshop essential tools and introduction to selections and masks

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| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Photography Foundation

Course Number: VCDP 1121
Number of Credits: 3.0
Effective Date: January 2017

Course Description:

This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and to take advantage of basic photo principles to suit image creation for specific needs. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use camera RAW Adobe applications to edit photography. Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course to have students create original imagery for various projects.

Course Pre-requisites (if applicable):

Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1110 and VCDP 1111 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):

VCDP 1120

PLAR (Prior Learning Assessment & Recognition)

☐ No ☑ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

Course Learning Outcomes:
Upon successful completion of this course students will be able to:

• Use a DSLR Camera while considering how functions affect image
• Use Adobe Photoshop and Camera Raw to edit a custom photo shoot
• Apply photographic theories and practices to image creation
• Create images while considering different properties of light
• Apply photographic history to modern day practice
• Apply elements and aspects of composition as they relate to photography

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
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| Total             | 56                        |

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Photography history
- DSLR Cameras and basic functions
- Camera Raw essential colour correction and retouching techniques
- Photography theories and practices
  - Depth of field and aperture
  - Movement and shutter speed
  - ISO and noise, night and darker scenes
  - Metering and exposure in relation to image
  - Image size capture for different application
- Properties of light
  - Natural light (sun, shade, cloud)
  - Artificial light (tungsten vs flash)
  - Light temperature
  - Directional light, and recognizing light source
- Photography composition

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Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Typography Foundation

Course Number: VCDP 1130  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design. Learning to recognize and use classic typefaces and techniques includes the use of kerning, tracking, leading and line length for their impact on legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and to evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan and implement design strategies based on client needs, students develop skills in working with typographic hierarchy, and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design as well as analogue and lettering techniques. Different font management softwares as well as sourcing practices will be introduced. Students will develop communication skills and will be guided in applying oral and visual presentation techniques to specific projects.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1120 and VCDP 1121 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1131

PLAR (Prior Learning Assessment & Recognition)  ☒ No ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Explain the historical foundation of the development of letterforms and typographic design
- Apply typesetting techniques using industry standard tools
- Develop a typographic vocabulary and an understanding of typographic terminology and anatomy
- Explore the use of typographic voice, matching type to meaning and type pairing
- Work collaboratively and communicate effectively with a client on a design project

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
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| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Intermediate Image

Course Number: VCDP 1131  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Students will be introduced to image art direction; including planning and producing professional solutions for advertising briefs considering visual message. Learners will recognize when it is best to create and/or have images created towards an implicit message. Students will use images creatively to communicate a single frame narrative using composites. They will further explore Photoshop techniques including non-destructive editing, retouching, filters, and various techniques for more advanced selections. All learning will take place through the execution of various projects which will consider both conceptual thinking and technical image planning in order to produce final image composites.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1120 and VCDP 1121 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1130

PLAR (Prior Learning Assessment & Recognition)  ☐ No  ☑ Yes (details below):
### Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

### Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

- Plan and produce professional solutions for advertising briefs using creative art direction.
- Capture, select and edit imagery for design projects while considering size, resolution and colour space.
- Create composite images with non destructive editing.
- Improve image exposure, colour, establish neutrals and correct for colour casts

### Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
- Understand and demonstrate technical skills using current and emerging technologies relevant to the field of graphic design.
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Planning for image
  - photo art direction
  - sketching & planning composites
- Selecting images from a photoshoot
- Sourcing stock photography
- Making image composites
- Non-destructive editing though the use of masks
- Improving basic exposure and tone

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### Course Description:
In this course, students will learn how to confidently apply traditional design principles and client communication objectives to a variety of compositions. They will learn to identify the key factors that determine a designer’s selection, and the use and treatment of type and image within design projects under the consideration of compositional design principles. They will integrate type and image, give a layout a clear focus, create relationships between type and image and create a visual and typographic hierarchy. Some projects are based on semiotics in order to create meaning through perceived visual, illustrated and typographic relationships. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.

### School or Centre:
School of Trades, Technology and Design

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1130 and VCDP 1131 with a minimum GPA of 2.0 (60%).

### Course Co-requisites (if applicable):
VCDP 1141

### PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Analyze and apply principles of visual composition and organizational layout to reinforce communication of information and concept.
- Develop creative concepts that reinforce the connection to meaning.
- Positively and confidently engage in group design critiques using appropriate terminology.
- Prepare professional digital files within the limitations of deadlines and constraints.

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Principles of visual composition
• Conceiving
• Integrate type and image
  - Give a layout a clear focus
  - Create relationships using type and image
  - Create visual and typographic hierarchy
  - Express meaning through compositional relationships
• Design critiques and terminology
• Preparing professional digital files

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Client Designer Management  

**Course Number:** VCDP 1141  
**Number of Credits:** 3.0  
**Effective Date:** January 2017  

**Course Description:**  
Client relationships, expectations and management are a crucial foundation of any project. A graphic designer is not a graphic designer without a client, therefore this course is an essential stepping stone to a career in the industry. In this course, students will learn how to communicate by researching, identifying and producing both standard and interactive creative briefs towards the development of a visual branding and messaging. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects. Students will work in teams in situations which mimic real industry experiences in order to develop their understanding of real graphic design project obligations. They will learn to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to clients. Basic copywriting skills, voice and written message will be explored. Finally, students will identify key aspects of and successfully navigate through client-designer contractual relationships, both in an entrepreneurial setting and a studio one.

**Course Pre-requisites (if applicable):**  
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1130 and VCDP 1131 with a minimum GPA of 2.0 (60%).

**Course Co-requisites (if applicable):**  
VCDP 1140

**PLAR (Prior Learning Assessment & Recognition)**  
- No  
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Produce a detailed, interactive client brief to clearly define a design project.
- Plan and deliver a professional presentation.
- Work within confines of deadlines and constraints.
- Communicate strategies effectively and professionally in teams.
- Synthesize ideas and create copy for different media.

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
- Apply technical skills using current and emerging technologies relevant to the field of graphic design.
- Describe and apply principles of design in aesthetics, history, typography, and colour theory.
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- Analyze, plan and implement design while considering client needs and their target audience.
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**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Client briefs
  - Research and identify industry standard elements in a creative brief
  - Design and populate an interactive creative brief
  - Develop own writing style and critical evaluation for content
  - Development of visual branding and messaging
- Presentation design and techniques (visual and verbal deliveries)
- Developing schedules and time lines
- Conceptual process and explanation to a client

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 

Approved by Education Council: 

VCC-CD-20150901
Course Name: Brand Identity Foundation

Course Number: VCDP 1250  
Number of Credits: 3.0  
Effective Date: January 2017

Course Description:
Creation of a brand identity is one of the integral tasks in design. This creative and dynamic course will give students an in-depth look at the brand identity design process: from research, planning and strategic principles through to design and decision-making. Developing an understanding of the different components of a corporate identity by way of a series of brand case studies, students will explore brand essence and creative approaches to building a brand and identity. Considering how each element of the identity is instrumental to developing a brand perception, each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral and presentation materials while maintaining professional graphic standards. Technical skills will also be developed with the use of Adobe Creative Cloud softwares throughout various in class assignments and projects.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1140 and VCDP 1141 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1251

PLAR (Prior Learning Assessment & Recognition)  
☑️ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Research, identify and design a brand identity
- Identify client’s target audience in brand development while considering client need
- Communicate the brand through the design of a professional stationery package
- Apply consistent visual language that articulates a brand message
- Exercise ethical and moral judgment in relation to the practice

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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Resource Material(s):
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Branding and Brand Design
- Branding case studies
- Brand Essence
- Brand identity design terminology and principles
- Design a brand identity
- Identify and analyze target audience, cultural and social factors,
- Stationery packages (logo, business card, letterhead, and digital package)
- Visual language and brand message principles

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Course Name: Print Production Foundation

Course Number: VCDP 1251  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Students will explore the life cycle of a print job while applying the proper use of industry standard design software tools such as InDesign and Acrobat Professional. Terminology of the printing process, as well as identifying classifications of paper, printing methods, and sourcing suppliers are emphasized to aid with understanding layout and design strategies. One of the highlights of the course is a tour of a local print shop to see the process in action which contributes to classroom learning. Through practical assignments, students will learn to create, check and export designs to PDF for examination inside Acrobat Professional and to print successfully.

School or Centre:
School of Trades, Technology and Design

Year of Study:
1st Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1140 and VCDP 1141 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1250

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

- Describe the print production process
- Distinguish between classifications of paper and how they are used.
- Present and prepare a report on a job estimate and specifications.
- Identify limitations in various print production projects
- Demonstrate professional writing skills

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Print production process
- Colour separations
- Colour management and ICC profiles
- Trim, art and bleed considerations
- Preflight process
- Differences and implications between PDF/X standards
- Classifications of paper
- Job estimates and specifications
- Transparency, resolutions, links, fonts, colour space, ink manager, PDF/X, trim and bleed, object inspector and overprint preview techniques

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Brand Design Intermediate

Course Number: VCDP 1260  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Students in this course will develop creative thinking skills in order to clearly communicate strategies to build a successful brand. They will develop an understanding of the different components of corporate identity through the design of a brand style guide. The course projects will further add to the technical aspect of layout design using Adobe InDesign, Illustrator and Photoshop. Students will apply visual language to create and communicate a corporate brand message through the development of multiple page projects, and brochures.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1250 and VCDP 1251 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1261

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Create a multipage, illustrated, professional-quality, print booklet.
• Integrate concept, content, and form in designs that are unified and contextually appropriate.
• Apply visual language to create and communicate a corporate brand message
• Apply compositional principles and organizational strategies to a layout.
• Create a professional brochure.

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
• Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
• Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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## Resource Material(s):

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Course Topics:

- Multipage booklets with InDesign
  - Master Pages
  - Guides and grids
  - Tables
  - Threading text
  - Printer and reader spreads
  - Organizational grid system over multiple layouts
- Corporate brand messaging
- Layout design principles for brochure and multiple page
- Brochure design principles
  - Types of brochures
  - Key elements for brochure design
  - Technical spread for a brochure

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Print Production Intermediate

Course Number: VCDP 1261  Number of Credits: 3.0  Effective Date: January 2017

Course History:
New Course

School or Centre: School of Trades, Technology and Design
Year of Study: 1st Year Post-secondary

Course Description:
In today’s fast-moving digital world, variations and requirements of projects that require printing are often complex. Students will explore the technical processes essential to developing and managing intricate design projects across a variety of media. Covering topics such as multiple-page documents, colour management, preflight process, differences and implications between PDF/X standards are the core concepts of this course. Students will gain a strong technical understanding to balance creativity.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1250 and VCDP 1251 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1260

PLAR (Prior Learning Assessment & Recognition)
☐ No  ☑ Yes (details below):
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Perform pre-flight work and prepare files for printing
- Describe the colour conversions process and identify limitations for different media
- Use industry standard software for pre-flight process
- Describe types of imposition and prepare for finishing procedures

**Program Learning Outcomes:**
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Pre-flighting process
  - Prepress checklist
  - Common printing errors
  - Print standards
  - Files for printers
  - Special finishes and folds
  - Crop and bleed marks
- Colour management
  - Colour conversions
  - Pantone colour
  - Process to spot
  - Colour separations
  - ICC profiles
- Print Production
  - Impositions
  - Finishing process

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| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Web Design Foundation

Course Number: VCDP 1270  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
The principles of design (such as contrast, unity, and balance) will now be applied for the creation of websites and web design aesthetics. Basic design principles also apply but the designer must understand limitations while taking advantage of design flexibility. Learn how colour theory is applied to contrast and legibility on screen, and in creating depth. Through the use of emphasis and hierarchy with shapes, patterns, and borders students will be able to unify their designs. They will explore both historical and current trends in a rapidly changing environment. Students will create design mock-ups to use in the complementary course, Web Development Foundation (1271).

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1260 and VCDP 1261 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1271

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

- Create web mock-ups considering design and code limitations
- Use grid and wireframes to create web mock-ups
- Use responsive design techniques to create web mock-ups
- Apply typographic technical and aesthetic techniques to design
- Contrast, compare and apply prototypes using different technologies and softwares

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
- Apply technical skills using current and emerging technologies relevant to the field of graphic design.
- Describe and apply principles of design in aesthetics, history, typography, and colour theory.
- Communicate and work efficiently and effectively within teams and independently.
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- History of web design
- Design considerations
  - Creating web mock-ups
  - Colour as appropriate for device and message
  - Typography for message
  - Aligning objects to achieve balance
  - Achieving proportion relevant to device
  - Responsive design techniques
  - Web typography
- Responsive design techniques
- Designing web optimized for mobile, tablet, and desktop screens
- Designing with code considerations in mind

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:  

VCC-CO-20150901
Course Name: Web Development Foundation

Course Number: VCDP 1271  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
This course is based on the principles of responsible web design, application of visual composition and the foundation of web standards code. Using web standards technologies of HTML5 and CSS3, students will sustainably design and deliver cross-device and platforms visual layouts. They will learn the importance of planning, explore the limitations and flexibility of media in terms of message, content, design and technology. Students will learn how to create structure and to plan and produce flexible grid-based layouts and to work with text, images and video. Emphasis will be placed on learning the responsible use of the cascade within the CSS and HTML suites and the proper use of HTML5 tags and their meanings. The major underpinnings of technical and design considerations will be usability, accessibility, sustainability and performance through various hands-on-projects.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1260 and VCDP 1261 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1270

PLAR (Prior Learning Assessment & Recognition)  □ No  ☑ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Analyze and apply principles of visual composition and organizational layout as they relate to web design
  • Recognize, and apply standards-compliant HTML and CSS
  • Plan and produce web pages utilizing a flexible, grid-based layout
  • Code using basic HTML5 to build structure for web page
  • Use basic CSS to apply styles to web pages including the cascade
  • Use web history to give current standards context

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
• Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
• Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
• Apply and maintain professional responsibility and ethics to sustain professional development.
• Apply technical skills using current and emerging technologies relevant to the field of graphic design.
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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Web Design History
• CSS3 Fundamentals: Styles (embedded, linked, imported), ID selector basics, grouped selections, the cascade and inheritance, CSS reset
• CSS3 Layout: Box model, floating & clearing, navigation lists, colour in CSS, background images, positioning, margins and borders
• CSS3 Typography: Typography for the web (Google fonts, other services), style and weight, aligning text, text transformations and decorations
• HTML5 and Production: Structural layout, external and internal links, produce web ready images and graphics
• Code Planning and Trouble Shooting: Naming convention and organization of files. Thinking before you code, planning pages of your HTML on paper. Web tools - chrome inspector, CSS validator, HTML validator

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To find out how this course transfers, visit the BC Transfer Guide at www.bc.transferguide.ca.
Course Name: Interaction Design Foundation

Course Number: VCDP 1280

Number of Credits: 3.0

Effective Date: January 2017

Course Description:
Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours, and design functionality through visual engagement. A large part of audience consumption occurs typographically, as we read content, so students must learn the aesthetic considerations of web typography to enable legibility and readability. They will explore various methods of prototyping, including wireframes and mockups, using various technologies based on project needs. Through various real world simulations and gathering of content, students will apply basic user experience and interfaces (UX and UI) to projects.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1270 and VCDP 1271 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 1281

PLAR (Prior Learning Assessment & Recognition) ☒ No ☐ Yes (details below):
### Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

### Course Learning Outcomes:
Upon successful completion of this course, students will be able to:

- Apply interaction design fundamentals including planning architecture and content flow
- Apply user interface (UI) design fundamentals when designing prototypes
- Apply user experience (UX) fundamentals when designing web mock-ups

### Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• User experience and interface design
  - Personality profiles
  - Develop and deploy survey for specific audience
  - Web architecture and content flow
  - User experience design first
• Design tools
  - Learn how to use Photoshop to create and optimize graphics for web and user interface design.
  - Wireframe designs with grids
  - Typography and usability and readability

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Wordpress Foundation

**Course Number:** VCDP 1281  
**Number of Credits:** 3.0  
**Effective Date:** January 2017

**Course Description:**
Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes, and then organise and populate content into a Wordpress site. They will be able to use Wordpress features to customize a theme through basic coding techniques. Finally, they will learn to troubleshoot simple issues on a live server, choose hosting solutions, and use FTP on client centered projects.

**School or Centre:** School of Trades, Technology and Design

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

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1270 and VCDP 1271 with a minimum GPA of 2.0 (60%).

**Course Co-requisites (if applicable):**
VCDP 1280

**PLAR (Prior Learning Assessment & Recognition):**  
☒ No ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

• Analyze and apply principles of visual composition and organizational layout as they relate to web design
• Compare different types of content management systems (CMS)
• Identify advantages and disadvantages of Wordpress and templates
• Use basic Wordpress features with a basic customization on a theme
• Determine proper theme for content, then organize and populate content
• Apply simple customization and troubleshoot website
• Compare and contrast hosting and domain solutions and use file transfer protocol (FTP)

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
• Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
• Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Web design principles
• Content management systems (CMS)
• Advantages and disadvantages of Wordpress
• Wordpress development
• Hosting and domain solutions
• File transfer protocol (FTP)

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:                        Approved by Education Council:
**Course Name:** Certificate Portfolio

**Course Number:** VCDP 1290  
**Number of Credits:** 4.0  
**Effective Date:** January 2017

**Course Description:**
Students will individually select and complete a number of design projects and thereby learn how to effectively showcase their design work through a variety of formats and mediums. They will build and develop their own brand identity to aid in the planning and execution of their portfolios, considering audience and communication avenues throughout. This will promote the development of the skills, methods and collateral necessary to obtain employment in the industry.

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1280 and VCDP 1281 with a minimum GPA of 2.0 (60%).

**Course Co-requisites (if applicable):**
VCDP 1291

**PLAR (Prior Learning Assessment & Recognition)**  
☒ No ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Develop a self-directed schedule for portfolio completion
• Review a portfolio effectively through critiques to gain a better understanding of real-world expectations
• Refine personal work portfolio selections
• Customize personal portfolio selections for multiple media
• Create a personal brand identity
• Design and build a PDF portfolio
• Build a Web portfolio concentrating on a target audience
• Build and promote a Behance Portfolio

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Research and analyze industry trends to create audience driven visual communications.
• Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
• Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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|                      | Total 78.5                 | 9231, 2006, 1151, 1218, 3401 |

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

• Portfolio selections for multiple media
• Personal brand identity
• PDF portfolio design and development
• Web portfolio design and development
• Behance Portfolio development

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Personal Promotion Foundation

**Course Number:** VCDP 1291  \(\text{Number of Credits: } 4.0\)  \(\text{Effective Date: January 2017}\)

**Course Description:**
Students will begin the transition to employment in the graphic design industry. They will build on the skills required to promote themselves and their portfolio to a targeted demographic with an emphasis on gaining employment in the industry. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 1280 and VCDP 1281 with a minimum GPA of 2.0 (60%).

**Course Co-requisites (if applicable):**
VCDP 1290

**PLAR (Prior Learning Assessment & Recognition):**
\(\text{☒ No ☐ Yes (details below):}\)
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

- Self promote using social media
- Employ effective skills and methods to research employment and customize reference collateral.
- Design and write a cover letter and resume
- Build a professional network
- Demonstrate professional job interview skills.
- Apply the principles of professionalism and ethics to event management pertaining to a graduation exhibition.

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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### Resource Material(s):

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Course Topics:

- Principles of professionalism and ethics
- Self promotion
- Employment search
- Cover letter and resume design
- Networking
- Interview skills

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
Visual Communications Design Diploma

Program Content Guide

Effective Date: January 2017
Goal

The goal of this program is to prepare students for a career in the visual communications design industry. Students will study the visual communications design industry via seven key foundational pillars. These include: workforce, studio practices, client interaction, client-centered project, curriculum, conceptual thinking, and flexible pathways.

The Conceptual Thinking pillar combines brainstorming, research and problem solving with creative and critical thinking. This allows students to work both collaboratively and individually to produce applicable and unique solutions for design problems via a group critique process.

The Workforce pillar ensures students graduate with the skills necessary to gain employment in the three common areas of graphic design practices:

- working freelance
- working in in-house corporate environments
- working in advertising, marketing and interactive agencies

The Studio Practices pillar provides students an opportunity to train in a program built around a true studio experience.

The Client Interaction pillar requires students the opportunity to work directly with clients to experience a diverse range of expectations. Working directly with clients reinforces student understanding of audience and provide opportunities to enrich communication skills to meet client expectations.

The Client Centered Project pillar allows students to work on projects that emphasize both conceptual understanding of modern design as well as production skills. The student projects serve as exemplars that will be integrated into a professional portfolio.

The Curriculum pillar provides students with built-in complimentary courses to help enhance understanding of graphic material; each block compliments the other concurrently and consequently.

The Flexible Pathways pillar affords students the option to gain a solid foundation in visual communication and exit with a certificate after nine months. Other students who may wish to cultivate their skills and ascend to a higher level, can continue to second year and be provided with an enriched client experience paired with advanced courses for a diploma.
Admission Requirements:

A) Standard Admission Requirements (Year 1):

1. English 12 with a B grade or equivalent

2. Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Personal portfolio*
   - Resumé and letter of intent clearly listing reasons for pursuing the diploma*

B) Advanced Admission Requirements (Year 2):

   or

2. Completion of Visual Communications Design Certificate equivalent from another recognized institution as determined by the program Department Head.
   and

3. Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Professional portfolio*
   - Resumé and letter of intent, clearly listing reasons for pursuing the diploma*
   - Three references from people who have worked with the applicant in a relevant professional environment*

* For further information on the above, please view the Visual Communications Design Selection Guidelines available on the VCC website.

Prior Learning Assessment & Recognition (PLAR)

The Visual Communications Design Program does not offer prior learning assessment & recognition at this time.

Program Duration

The Visual Communications Design Diploma is two years (four semesters) a total of 33 courses totalling 111 credits.

1) Certificate Program Exit: This is a full-time, daytime offering. After successfully completing this 18 courses for 56 credits in Year One, students will have the option of exiting the program with a Certificate in Visual Communications Design. The maximum allowable completion time is four years for the certificate.

2) Diploma Program: For those students continuing onto Year Two and for those who have been accepted with Advanced Standing into Year Two, students will apply skills to both advanced design courses and have the opportunity through a mentored lab to take on clients. Students will successfully complete 18 courses for 56 credits in Year 1 and 15 courses for 55 credits in
Year 2 for a total of 111 credits. At the end of the program students will be required to complete a 120-hour practicum, and graduate with a Visual Communications Design Diploma. The maximum allowable completion time is four years for the diploma.

Program Learning Outcomes

Graduates of the Diploma program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
- Develop and evaluate valid design rationale using creative problem-solving techniques
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
- Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
- Use and integrate technical skills with current and emerging technologies relevant to the field of graphic design
- Synthesize the principles of history, colour theory, and typography towards design aesthetics
- Apply interpersonal and professional communication skills while working in teams and independently to anticipate and meet client needs
- Analyze, plan and implement design solutions that meet client expectations and their target audience

Instructional Activities, Design and Delivery Mode

Both the Visual Communication Certificate and Diploma curriculum are designed to provide context and mimic the real-world graphic design industry. Courses in this face-to-face program are delivered through a combination of instructional activities including, but not limited to; lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The Digital Graphic Design lab, located at the downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class. All courses take place in a modern computer lab.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques and quizzes (both written and performance based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions which can include reflections and client feedback. Professional conduct, which includes collaboration and teamwork, time management, organization, communication, participation and attendance, will also affect the final grade in each section. A minimum GPA of 2.0 is required to achieve a passing grade in each course and to receive a certificate and/or diploma.
Recommended Characteristics of Students

- Ability to work well in a fast paced deadline driven environment
- Ability to work effectively in a team and independently with confidence
- Customer service oriented and has the ability to work well with a wide variety of people
- Ability to give and receive feedback
- Demonstrates motivation, curiosity, and research-orientation
- Excellent oral and written communication skills
- Enthusiastic, positive attitude
- Demonstrates initiative, self-starter
- Flexible, adaptable
- A basic understanding of Mac computers is strongly recommended
# Program Content Guide

## Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>VCDP 110</td>
<td><strong>Design Foundation</strong>&lt;br&gt;During this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements which can influence graphic designers. By critiquing their own and each other’s work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.</td>
<td>3.0</td>
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<tr>
<td>1</td>
<td>VCDP 111</td>
<td><strong>Adobe Creative Cloud</strong>&lt;br&gt;Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands-on projects.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 120</td>
<td><strong>Image Foundation</strong>&lt;br&gt;Part of a graphic designer’s toolbox must include the careful and competent use of images in their designs. Students will learn how to source and select images in consideration of copyright laws as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching and exploring layers. Through hands-on projects students will work from simple guided experimentations towards the assembly of multiple images in a single document.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 121</td>
<td><strong>Photography Foundation</strong>&lt;br&gt;This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how</td>
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to professionally use a DSLR camera and to take advantage of basic photo principles to suit image creation for specific needs. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use camera RAW Adobe applications to edit photography. Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course to have students create original imagery for various projects.

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<tr>
<th>1</th>
<th>VCDP 1130</th>
<th>Typography Foundation</th>
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<td>Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design. Learning to recognize and use classic typefaces and techniques includes the use of kerning, tracking, leading and line length for their impact on legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and to evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan and implement design strategies based on client needs, students develop skills in working with typographic hierarchy, and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design as well as analogue and lettering techniques. Different font management softwares as well as sourcing practices will be introduced. Students will develop communication skills and will be guided in applying oral and visual presentation techniques to specific projects.</td>
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<tr>
<th>1</th>
<th>VCDP 1131</th>
<th>Intermediate Image</th>
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<tr>
<td>Students will be introduced to image art direction; including planning and producing professional solutions for advertising briefs considering visual message. Learners will recognize when it is best to create and/or have images created towards an implicit message. Students will use images creatively to communicate a single frame narrative using composites. They will further explore Photoshop techniques including non-destructive editing, retouching, filters, and various techniques for more advanced selections. All learning will take place through the execution of various projects which will consider both conceptual thinking and technical image planning in order to produce final image composites.</td>
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<tr>
<th>1</th>
<th>VCDP 1140</th>
<th>Composition</th>
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| In this course, students will learn how to confidently apply traditional design principles and client communication objectives to a variety of compositions. They will learn to
identify the key factors that determine a designer’s selection, and the use and treatment of type and image within design projects under the consideration of compositional design principles. They will integrate type and image, give a layout a clear focus, create relationships between type and image and create a visual and typographic hierarchy. Some projects are based on semiotics in order to create meaning through perceived visual, illustrated and typographic relationships. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.

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<tr>
<th>1</th>
<th>VCDP 1141</th>
<th>Client Designer Management</th>
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<td>Client relationships, expectations and management are a crucial foundation of any project. A graphic designer is not a graphic designer without a client, therefore this course is an essential stepping stone to a career in the industry. In this course, students will learn how to communicate by researching, identifying and producing both standard and interactive creative briefs towards the development of a visual branding and messaging. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects. Students will work in teams in situations which mimic real industry experiences in order to develop their understanding of real graphic design project obligations. They will learn to how to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to clients. Basic copywriting skills, voice and written message will be explored. Finally, students will identify key aspects of and successfully navigate through client-designer contractual relationships, both in an entrepreneurial setting and a studio one.</td>
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<tr>
<th>2</th>
<th>VCDP 1250</th>
<th>Brand Identity Foundation</th>
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<td>Creation of a brand identity is one of the integral tasks in design. This creative and dynamic course will give students an in-depth look at the brand identity design process: from research, planning and strategic principles through to design and decision-making. Developing an understanding of the different components of a corporate identity by way of a series of brand case studies, students will explore brand essence and creative approaches to building a brand and identity. Considering how each element of the identity is instrumental to developing a brand perception, each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral and presentation materials while maintaining professional graphic standards. Technical skills will also be developed with the use of Adobe Creative Cloud softwares throughout various in class assignments</td>
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<tr>
<td>2</td>
<td>VCDP 1251 Print Production Foundation</td>
<td>Students will explore the life cycle of a print job while applying the proper use of industry standard design software tools such as InDesign and Acrobat Professional. Terminology of the printing process, as well as identifying classifications of paper, printing methods, and sourcing suppliers are emphasized to aid with understanding layout and design strategies. One of the highlights of the course is a tour of a local print shop to see the process in action which contributes to classroom learning. Through practical assignments, students will learn to create, check and export designs to PDF for examination inside Acrobat Professional and to print successfully.</td>
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<tr>
<td>2</td>
<td>VCDP 1260 Brand Design Intermediate</td>
<td>Students in this course will develop creative thinking skills in order to clearly communicate strategies to build a successful brand. They will develop an understanding of the different components of corporate identity through the design of a brand style guide. The course projects will further add to the technical aspect of layout design using Adobe InDesign, Illustrator and Photoshop. Students will apply visual language to create and communicate a corporate brand message through the development of multiple page projects, and brochures.</td>
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<tr>
<td>2</td>
<td>VCDP 1261 Print Production Intermediate</td>
<td>In today’s fast-moving digital world, variations and requirements of projects that need printing are often complex. Students will explore the technical processes essential to developing and managing intricate design projects across a variety of media. Covering topics such as multiple-page documents, colour management, preflight process, differences and implications between PDF standards are the core concepts of this course. Students will gain a strong technical understanding to balance creativity and print production limitations.</td>
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<tr>
<td>2</td>
<td>VCDP 1270 Web Design Foundation</td>
<td>The principles of design (such as contrast, unity, and balance) will now be applied for the creation of websites and web design aesthetics. Basic design principles also apply but the designer must understand limitations while taking advantage of design flexibility. Learn how colour theory is applied to contrast and legibility on screen, and in creating depth. Through the use of emphasis and hierarchy with shapes, patterns, and borders students will be able to unify their designs. They will explore both historical and current trends in a rapidly changing environment. Students will create design mock-ups to use in the complementary course, Web Development Foundation (1251).</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Course Description</td>
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<tr>
<td>VCDP 1271</td>
<td>Web Development Foundation</td>
<td>This course is based on the principles of responsible web design, application of visual composition and the foundation of web standards code. Using web standards technologies of HTML5 and CSS3, students will sustainably design and deliver cross-device and platforms visual layouts. They will learn the importance of planning, explore the limitations and flexibility of media in terms of message, content, design and technology. Students will learn how to create structure and to plan and produce flexible grid-based layouts and to work with text, images and video. Emphasis will be placed on learning the responsible use of the cascade within the CSS and HTML suites and the proper use of HTML5 tags and their meanings. The major underpinnings of technical and design considerations will be usability, accessibility, sustainability and performance through various hands-on-projects.</td>
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<tr>
<td>VCDP 1280</td>
<td>Interaction Design Foundation</td>
<td>Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours, and design functionality through visual engagement. A large part of audience consumption occurs typographically, as we read content, so students must learn the aesthetic considerations of web typography to enable legibility and readability. They will explore various methods of prototyping, including wireframes and mockups, using various technologies based on project needs. Through various real world simulations and gathering of content, students will apply basic user experience and interfaces (UX and UI) to projects.</td>
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<tr>
<td>VCDP 1281</td>
<td>Wordpress Foundation</td>
<td>Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes, and then organise and populate content into a Wordpress site. They will be able to use Wordpress features to customize a theme through basic coding techniques. Finally, they will learn to troubleshoot simple issues on a live server, choose hosting solutions, and use FTP on client-centered projects.</td>
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<tr>
<td>VCDP 1290</td>
<td>Certificate Portfolio</td>
<td>Students will individually select and complete a number of design projects and thereby learn how to effectively showcase their design work through a variety of formats.</td>
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</table>
and mediums. They will build and develop their own brand identity to aid in the planning and execution of their portfolios, considering audience and communication avenues throughout. This will promote the development of the skills, methods and collateral necessary to obtain employment in the industry.

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<tr>
<th>2</th>
<th>VCDP 1291</th>
<th>Personal Promotion Foundation</th>
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<td>Students will begin the transition to employment in the graphic design industry. They will build on the skills required to promote themselves and their portfolio to a targeted demographic with an emphasis on gaining employment in the industry. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.</td>
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Total Certificate Program Credits: 56.0
<table>
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<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
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</table>
| 3    | VCDP 2310| **Advanced Image & Photography**  
In this course, students will participate in technical workshops focusing on photographic techniques and image manipulations. They will concentrate on developing skills for use in photography. Common photographic themes and subjects asked of graphic designers include interiors, portraits and small objects. Both artificial and natural lighting techniques will be explored. Using industry standard Adobe tools, students will learn how to organise, catalogue photoshoots, take advantage of a RAW workflow for editing and correcting multiple images. Finally, students will apply more advanced Adobe Photoshop techniques, images will be edited by improving exposure, painting colour and light with masks, converting to black and white and using creative filters. | 3.0 |
| 3    | VCDP 2311| **Studio Business Practices**  
Students acquire knowledge of the process of understanding client expectations and project responsibilities, from intake to final delivery, and how they will manage clients in a studio setting. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects coming into the studio. Students will work both individually and in teams during projects. They will learn to how to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to studio clients. Finally, students will identify key aspects of how to successfully navigate through client-designer contractual relationships and deliver final projects. | 3.0 |
| 3    | VCDP 2320| **Editorial Design**  
Students in this course will extend their creativity to create a professionally structured magazine from concept to bound product. Through research and case studies, students will inspect magazine design elements, content and how context and message differentiates to varying genres. Students will create covers, logos, a contents page, a feature and department pages. Typography, layout, illustration, photography, info graphics, grids, rubrics, white space, etc., will all become familiar elements in their editorial design vocabulary. How to package editorial material in a smart graphic style that represents your personal aesthetic will be emphasized | 3.0 |
| 3    | VCDP 2321| **Studio 1 with Advanced Type**  
Students will explore the historical intricacies of letterforms and typographic design and will learn to differentiate and apply typographic hierarchy, voice, scale and texture. They | 7.5 |
will create a typographic publication which will showcase typography as both a design and communication element through various layouts using Adobe Illustrator and InDesign. This course will explore advanced typographic techniques in conjunction with client studio intake projects. Additionally, students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements.

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<th>3</th>
<th>VCDP 2330</th>
<th>UX/UI and Web Design</th>
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<td>The role of a web designer is constantly evolving as new technologies progress. In this course, we will explore the roles that are directly related to the aesthetics of web design and how a designer may collaborate with others in the roles of User Experience Designer (UX) or User Interface Designer (UI), or may need to be responsible for some of these roles as well in smaller agencies. In UX design, students will explore how to map the flow of a specific experience, show how to conduct in-person user tests to observe behavior and create wireframes of screens, storyboards, and sitemaps. A UI designer is particular on how the product is laid out, students will learn the intuitive design of pages, ensuring a consistent visual language. They will learn how to create style guides, pattern libraries and apply consistent design language using Adobe Illustrator and Photoshop.</td>
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<tr>
<th>3</th>
<th>VCDP 2340</th>
<th>Wordpress &amp; E-Commerce</th>
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<td>Students will learn to register an appropriate domain for their website and deploy it to a server as well as learn about the differences between hosting packages and variables to consider when choosing a domain and host company. Additionally, students will delve into more depth with Wordpress and create a functioning e-commerce storefront by using plugins and a merchant account. After completion of this course students will be well versed in the multiple uses of Wordpress. Different industries have different needs, students will learn to identify them and choose appropriate plugins and themes to meet project goals. Website needs can include restaurant menus, appointment calendars, image galleries, and shopping carts. Take control of Wordpress and fully understand its capabilities.</td>
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<tr>
<td>VCDP 2050</td>
<td>Advanced Web Development</td>
<td>In this course, students will participate in technical workshops which focus on planning and web coding for a multiple page website. Students will take the multiple page publication they have produced in the Editorial Design and repurpose it for the web using HTML5, CSS3 and jQuery. HTML5 will be used in order to structure the website, CSS3 will be used to achieve a fluid and responsive layout, and jQuery will be used to enhance the experience by adding interactivity.</td>
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<tr>
<td>VCDP 2451</td>
<td>Studio 2 with Web Production</td>
<td>Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. This course will also have lecture days which will be based on web production topics defined by incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.</td>
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<tr>
<td>VCDP 2460</td>
<td>Web Marketing</td>
<td>When a website has been designed, coded and deployed it needs to be found and viewed by interested parties. In this course, you will learn about the tools employed by web marketing professionals as well as how to create a viable email marketing campaign. Students will learn to promote their website through email campaigns, affiliate marketing, social media platforms (Facebook, Twitter, and Instagram) and Google's marketing tools. When their marketing campaigns have commenced, students will monitor their website's performance using Google Analytics. Through these tools and observations they will learn to tailor a website's current content and marketing strategy to achieve maximum search engine ranking results.</td>
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<tr>
<td>VCDP 2470</td>
<td>Packaging Design</td>
<td>Students in this course will journey through the inner workings of the entire packaging design process from how to design within a brief, generate conceptual ideation to developing an idea through packaging. Through a series of case studies and practical experiences, students will explore the boundaries of designing for packaging and learn the foundational concepts, principles and strategies. The goal of this course is the fulfillment of a final</td>
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assembled package design in relation to a merchandised retail space. Students learn how to work in a three-dimensional space, make a product stand out on a shelf and make the packaging layout fit to the die. They also develop an understanding of the hierarchy of information in a branding and packaging context.

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<tr>
<td>4</td>
<td>VCDP 2471</td>
<td><strong>Studio 3 with Print</strong></td>
<td>5.0</td>
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<td>Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. This course will also have lecture days which will be based on print production topics pending on incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.</td>
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<td>4</td>
<td>VCDP 2480</td>
<td><strong>Advertising and Art Direction</strong></td>
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<td>In advertising design, there is a definitive difference between a creative concept and an idea. In this course, students will explore these differences then create advertising campaigns using type and image. They will create images that effectively communicate visual messages, and address the needs and preferences of clients and their target audiences. They will learn how to conceptualize the theme and story for a single page narrative, apply the idea through multiple advertisements, and then cater and customize visuals for different medias.</td>
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<td>4</td>
<td>VCDP 2490</td>
<td><strong>Diploma Portfolio</strong></td>
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<td>Students will select design projects, in a variety of formats and mediums, to finalize their portfolios in preparation for exhibition and graduation. As they polish and refine their brand identity to promote the development of the skills, methods and collateral necessary to obtain employment in the industry, they learn the art of persuasion in their creative vision. Students will complete the program with various portfolios for different uses; a web portfolio, an ePub portfolio, printed booklet and an interactive PDF. Simulated portfolio presentations will support students in being persuasive and the value of their experiences and creative vision.</td>
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| 4 | VCDP 2491 | **Event Promotion**  
Through the Grad Event, students will realise and understand all of the definitive components involved in organizing, promoting and executing a large scale event. In addition, they will update and refine their professional resume and cover letter. Students learn to enhance the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines. | 3.0 |
| 4 | VCDP 2500 | **Practicum**  
A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will prepare an employment search plan with instructor support and gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies. | 4.5 |

Total Diploma Program Credits: 111
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
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<tr>
<td>B+</td>
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<tr>
<td>C+</td>
<td>64-67</td>
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<tr>
<td>C</td>
<td>60-63</td>
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<td>2.00</td>
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<tr>
<td>C-</td>
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<td>1.67</td>
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<tr>
<td>D</td>
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<td>Minimum Pass</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
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<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
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<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
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</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
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Course Standings

<table>
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<tr>
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<th>Description</th>
<th></th>
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<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
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<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
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<tr>
<td>TC</td>
<td>Transfer Credit</td>
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</table>

Grade Point Average (GPA)

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

2. 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.

3. 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.

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This document is not to be copied or transmitted in any form without the consent of VCC ©
Course Name: Advanced Image & Photography

Course Number: VCDP 2310  
Number of Credits: 3.0  
Effective Date: January 2017

Course Description:
In this course, students will participate in technical workshops focusing on photographic techniques and image manipulations. They will concentrate on developing skills for use in photography. Common photographic themes and subjects asked of graphic designers include interiors, portraits and small objects. Both artificial and natural lighting techniques will be explored. Using industry standard Adobe tools, students will learn how to organise, catalogue photoshoots, take advantage of a RAW workflow for editing and correcting multiple images. Finally, students will apply more advanced Adobe Photoshop techniques, images will be edited by improving exposure, painting colour and light with masks, converting to black and white and using creative filters.

School or Centre: School of Trades, Technology and Design

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the VCC Visual Communications Design Diploma.

Course Co-requisites (if applicable):
VCDP 2311

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Use available and studio lighting techniques to shoot portraits, interiors and small objects
- Plan photographic composition while accounting for content and scene
- Use processing RAW for enhancements and cataloging
- Use advanced Photoshop tools
- Use advanced Photoshop retouching techniques and selections

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
- Develop and evaluate valid design rationale using creative problem-solving techniques
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
- Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
- Use and integrate technical skills with current and emerging technologies relevant to the field of graphic design
- Synthesize the principles of history, colour theory, and typography towards design aesthetics
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Total 54

Components and Weighting of the Assessment/Evaluation Plan:

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<td>10</td>
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</tr>
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Total 100

Letter Grades
Specify Passing Grade:
C

Specify if 'Other':

Evaluation Plan
(provide a brief explanation for each component especially if value exceeds 35%):

Resource Material(s):
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Photography Basics: Aperture, shutter speed, exposure, depth of field
- Lighting: Shooting inside interiors, advanced lighting techniques, include natural and flash lighting
- Technical and Art Directing: Photographing people, events, documentary and interiors
- Planning a photoshoot
- Processing RAW
- Cataloguing and organizing
- Photoshop: Review fundamentals and using actions and pre-packaged actions
- Advanced Photoshop: Retouching, selections and filters

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:  

VCC-CD-20150901
Course Name: Studio Business Practices

Course Number: VCDP 2311  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Students acquire knowledge of the process of understanding client expectations and project responsibilities, from intake to final delivery, and how they will manage clients in a studio setting. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects coming into the studio. Students will work both individually and in teams during projects. They will learn how to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to studio clients. Finally, students will identify key aspects of how to successfully navigate through client-designer contractual relationships and deliver final projects.

Course Pre-requisites (if applicable):
Students must be enrolled in the VCC Visual Communications Design Diploma.

Course Co-requisites (if applicable):
VCDP 2310

PLAR (Prior Learning Assessment & Recognition)
☐ No  ☑ Yes (details below):
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Interview a client to assess budgetary needs and scheduling.
- Produce a detailed, interactive client brief to clearly define a design project
- Create work schedules including expectations, roles and budgets
- Communicate strategies effectively and professionally during client project presentations
- Deliver a professional presentation
- Effectively and positively participate within a team environment.

**Program Learning Outcomes:**
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
- Develop and evaluate valid design rationale using creative problem-solving techniques
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
- Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
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**Total 54**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• INTAKE: How to interview clients and assess client needs including budget and scheduling
• CREATE A BRIEF: How to formulate a brief based on intake
• SCHEDULE AND MILESTONES: Break down the project into milestones and schedules with responsibilities for both client and designer
• DESIGN MEETINGS: Present and then review concepts with client.
• PRODUCTION SUMMARY: Present and then review final deliveries with client.
Course Name: Editorial Design

Course Number: VCDP 2330  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Students in this exciting course will extend their creativity to create a professionally structured magazine from concept to bound product. Through research and case studies, students will inspect magazine design elements, content and how context and message differentiates to varying genres. Students will create covers, logos, a contents page, a feature and department pages. Typography, layout, illustration, photography, info graphics, grids, rubrics, white space, etc., will all become familiar elements in their editorial design vocabulary. How to package editorial material in a smart graphic style that represents your personal aesthetic will be emphasized.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2310 and VCDP 2311 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 2321

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Explain current and historical magazine design
- Plan for magazine publication
- Produce a masthead and elements to be used for magazine branding
- Describe typographic, scale texture and voice as it relates to a magazine publication
- Source, select, edit and apply visual elements and illustrations for magazine publication
- Construct advertisements for publications based on grid and audience
- Design and produce a multiple page publication using InDesign

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
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<tr>
<td></td>
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</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
• History of magazine design
• Publication planning
• Publication masthead and branding design
• Typography and grid design
• Graphic considerations including photography and illustration, visual style and treatments
• Publication advertising design and production
• InDesign for publication: Setting up multiple page documents, developing a style template, designing core pages and spreads, covers and proofing
• PDF workflow for publications

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FOR COMMITTEE USE ONLY
Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Studio 1 with Advanced Type

Course Number: VCDP 2321  
Number of Credits: 7.5  
Effective Date: January 2017

Course Description:
Students will explore the historical intricacies of letterforms and typographic design and will learn to differentiate and apply typographic hierarchy, voice, scale and texture. They will create a typographic publication which will showcase typography as both a design and communication element through various layouts using Adobe Illustrator and InDesign. This course will explore advanced typographic techniques in conjunction with client studio intake projects. Additionally, students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements.

School or Centre:  
School of Trades, Technology and Design

Year of Study:  
2nd Year Post-secondary

Course History:  
New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2310 and VCDP 2311 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 2320, VCDP 2330, VCDP 2340

PLAR (Prior Learning Assessment & Recognition)  
☒ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Analyze the historical foundation of the development of letterforms and typographic design.
• Analyze and theoreticalize a variety of typesetting techniques
• Analyze the use of typographic voice, matching type to meaning and type pairing
• Use publication design techniques to develop a typographic booklet

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
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<td>Total</td>
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</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Historical typography designers
- Typographic hierarchy, voice and scale
- Typography themed layout and design
- Contemporary trends and issues of functional versus expressive typography
- Typographic visual systems
- Visual communication design to projects in various industries
- Effective communication techniques
- Entrepreneurial skills
- Critical thinking insights
- Business ethics

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:
**Course Name:** UX/UI and Web Design

**Course Number:** VCDP 2330  
**Number of Credits:** 3.0  
**Effective Date:** January 2017

**Course Description:**
The role of a web designer is constantly evolving as new technologies progress. In this course, we will explore the roles that are directly related to the aesthetics of web design and how a designer may collaborate with others in the roles of User Experience Designer (UX) or User Interface Designer (UI), or may need to be responsible for some of these roles as well in smaller agencies. In UX design, students will explore how to map the flow of a specific experience, show how to conduct in-person user tests to observe behavior and create wireframes of screens, storyboards, and sitemaps. A UI designer is particular on how the product is laid out, students will learn the intuitive design of pages, ensuring a consistent visual language. They will learn how to create style guides, pattern libraries and apply consistent design language using Adobe Illustrator and Photoshop.

**Course History:**
New Course

**School or Centre:** School of Trades, Technology and Design

**Year of Study:** 2nd Year Post-secondary

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2320 with a minimum GPA of 2.0 (60%).

**Course Co-requisites (if applicable):**
VCDP 2321

**PLAR (Prior Learning Assessment & Recognition)**
- [ ] No  
- [x] Yes (details below):
**Course Learning Outcomes:**

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

- Create visual web design mock-ups that are multifaceted and enhance user experience
- Perform user research and competitive research
- Combine user research and articulate personas to determine target audience
- Define user goals, perform paper prototyping and usability testing
- Prototype websites that enhance user experience on a variety of devices and platforms
- Structure and validate information architecture and navigation
- Create wireframes and use pattern libraries and style guides

**Program Learning Outcomes:**

Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
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**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

• Web design mock-ups
• User research and competitive research
• Personas for target audience
• User goals, paper prototyping and usability testing
• User experience on a variety of devices and platforms
• Information architecture and navigation
• Wireframes, pattern libraries and style guides

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:
**Course Name:** Wordpress & E-Commerce  

**Course Number:** VCDP 2340  

**Number of Credits:** 3.0  

**Effective Date:** January 2017  

**Course Description:**

Students will learn to register an appropriate domain for their website and deploy it to a server as well as learn about the differences between hosting packages and variables to consider when choosing a domain and host company. Additionally, students will delve into more depth with Wordpress and create a functioning e-commerce storefront by using plugins and a merchant account. After completion of this course students will be well versed in the multiple uses of Wordpress. Different industries have different needs, students will learn to identify them and choose appropriate plugins and themes to meet project goals. Website needs can include restaurant menus, appointment calendars, image galleries, and shopping carts. Take control of Wordpress and fully understand its capabilities.

**School or Centre:** School of Trades, Technology and Design  

**Year of Study:** 2nd Year Post-secondary  

**Course History:** New Course  

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

Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2330 with a minimum GPA of 2.0 (60%).

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

VCDP 2321

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

☑️ No ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

• Create an online presence
• Analyze and apply principles of visual composition and organizational layout as they relate to web design
• Use advanced Wordpress features and plugins
• Explore and compare online merchant accounts
• Create a merchant account
• Explore Wordpress themes based on project and industry needs

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
• Predict industry trends to create audience driven visual communications
• Develop and evaluate valid design rationale using creative problem-solving techniques
• Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
• Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
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|                   | **Total**  | 54       |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Considerations on conceptualizing and purchasing domain names
• Comparing and supplying hosting solutions for clients
• Resources and considerations for managing existing sites and creating new ones
• Use a grid to organize visual elements.
  - Column and modular grids
  - Responsive grids
• Research merchant accounts and compare benefits/shortfalls
• Creating an account to begin accepting online payment
• Services and themes (related to plugins)
  - Appointments
  - Items and shopping carts
  - Image Galleries
  - Calendars and events
  - Reservations

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
### Course Name:
Advanced Web Development

| Course Number: | VCDP 2450 | Number of Credits: | 3.0 | Effective Date: January 2017 |

**Course Description:**
In this course, students will participate in technical workshops which focus on planning and web coding for a multiple page website. Students will take the multiple page publication they have produced in the Editorial Design and repurpose it for the web using HTML5, CSS3 and jQuery. HTML5 will be used in order to structure the website, CSS3 will be used to achieve a fluid and responsive layout, and jQuery will be used to enhance the experience by adding interactivity.

### Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program and have successfully completed VCDP 2340 and VCDP 2321 with a minimum GPA of 2.0 (60%).

### Course Co-requisites (if applicable):
VCDP 2451

**PLAR (Prior Learning Assessment & Recognition)**
- No
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and
and reflective discussion will be used throughout this course.

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

• Complete digital graphic design projects meeting client expectations using project life cycle
• Analyze and apply principles of visual composition and organizational layout as they relate to a multiple
  page web project
• Use advanced CSS to apply styles to a multiple web page site including the cascade
• Plan and produce a web project utilizing a flexible, grid-based layout using advanced techniques
• Code using advanced techniques to build structure for web project including frameworks and
  JavaScript
• Advanced techniques for creating typographic hierarchy and responsive typography.

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and
  support a message through various platforms
• Predict industry trends to create audience driven visual communications
• Develop and evaluate valid design rationale using creative problem-solving techniques
• Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain
  employment or pursue further studies
• Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain
  professional development
• Use and integrate technical skills with current and emerging technologies relevant to the field of graphic
  design
• Synthesize the principles of history, colour theory, and typography towards design aesthetics
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**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Advanced CSS
• Advanced menus
• Relative and absolute positioning
• CSS grid layouts
• Image sprites
• Animation with CSS and jQuery
• Forms
• Grid template to code pages

Structure focused HTML5

Planning Web Development
• Translate design to a coding strategy
• Apply proper sectioning techniques as it applies to structure
• Plan modular CSS to aesthetic design

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VCC-CD-20150901
Course Name: Studio 2 with Web Production

Course Number: VCDP 2451  Number of Credits: 5.0  Effective Date: January 2017

Course Description:
Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements.

This course will also have lecture days which will be based on print production topics pending on incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.

School or Centre: School of Trades, Technology and Design

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2340 and VCDP 2321 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 2450, VCDP 2460

PLAR (Prior Learning Assessment & Recognition)  ☐ No  ☐ Yes (details below):
Course Learning Outcomes:

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

• Apply the skills and knowledge of successful visual communication design to projects in various industries
• Communicate effectively and professionally with clients
• Apply entrepreneurial skills in all aspects of project work
• Use critical thinking skills and insights in business situations
• Apply an ethical understanding, perspective and budgetary sustainability to business situations.

Program Learning Outcomes:

Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
• Predict industry trends to create audience driven visual communications
• Develop and evaluate valid design rationale using creative problem-solving techniques
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Total 100

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Visual communication design to projects in various industries
- Effective communication techniques
- Entrepreneurial skills
- Critical thinking insights
- Business ethics
- Web design and development current topics

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| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Web Marketing

Course Number: VCDP 2460  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
When a website has been designed, coded and deployed it needs to be found and viewed by interested parties. In this course, you will learn about the tools employed by web marketing professionals as well as how to create a viable email marketing campaign. Students will learn to promote their website through email campaigns, affiliate marketing, social media platforms (Facebook, Twitter, and Instagram) and Google's marketing tools. When their marketing campaigns have commenced, students will monitor their website's performance using Google Analytics. Through these tools and observations they will learn to tailor a website's current content and marketing strategy to achieve maximum search engine ranking results.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2450 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 2451

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Identify web marketing practices
- Create a search engine strategy and analyze analytics
- Create, deploy and measure e-mail campaigns
- Maintain an online presence by identifying and creating relevant content
- Promote business using social media and affiliate programming.

**Program Learning Outcomes:**
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
- Develop and evaluate valid design rationale using creative problem-solving techniques
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Web marketing practices
- Search engine strategy and analytics
- E-mail campaigns
- Creating relevant content
- Social media and affiliate programming business practices

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| Approved by Curriculum Committee: | Approved by Education Council: |
### Course Name:
Packaging Design

### Course Number:
VCDP 2470

### Number of Credits:
3.0

### Effective Date:
January 2017

#### Course Description:
Students in this course will journey through the inner workings of the entire packaging design process from how to design within a brief, generate conceptual ideation to developing an idea through packaging. Through a series of case studies and practical experiences, students will explore the boundaries of designing for packaging and learn the foundational concepts, principles and strategies. The goal of this course is the fulfillment of a final assembled package design in relation to a merchandised retail space. Students learn how to work in a three-dimensional space, make a product stand out on a shelf and make the packaging layout fit to the die. They also develop an understanding of the hierarchy of information in a branding and packaging context.

### School or Centre:
School of Trades, Technology and Design

### Year of Study:
2nd Year Post-secondary

### Course History:
New Course

### Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2451 and VCDP 2460 with a minimum GPA of 2.0 (60%).

### Course Co-requisites (if applicable):
VCDP 2471

### PLAR (Prior Learning Assessment & Recognition)
- **No**
- **Yes (details below):**
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Analyze and examine packaging trends and audiences
- Apply compositional principles and organizational strategies to a custom package design
- Create a prototype
- Analyze legal issues which pertain to package design
- Develop a plan for package production

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
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Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Different package types
- Examining design considerations
- Laying out package design (technical, design and budgetary considerations)
- Preparing artwork & mock ups
- Producing dielines
- Material considerations (environment and availability)

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Studio 3 with Print

Course Number: VCDP 2471  
Number of Credits: 5.0  
Effective Date: January 2017

Course Description:
Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. Assessments will include but not limited to client feedback forms.

This course will also have lecture days which will be based on print production topics pending on incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.

School or Centre: School of Trades, Technology and Design

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2451 and VCDP 2460 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 2470, VCDP 2480

PLAR (Prior Learning Assessment & Recognition)  
☑ No ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Apply the skills and knowledge of successful visual communication design to projects in various industries
- Communicate effectively and professionally with clients
- Apply entrepreneurial skills in all aspects of project work
- Use critical thinking skills and insights in business situations
- Apply an ethical understanding, perspective and budgetary sustainability to business situations.

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
- Develop and evaluate valid design rationale using creative problem-solving techniques
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
- Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
- Use and integrate technical skills with current and emerging technologies relevant to the field of graphic design
- Synthesize the principles of history, colour theory, and typography towards design aesthetics
- Apply interpersonal and professional communication skills while working in teams and independently to anticipate and meet client needs
- Analyze, plan and implement design solutions that meet client expectations and their target audience
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<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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#### Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
<th>Percentage</th>
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<td>Project</td>
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<tr>
<td>Lab Work</td>
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<td>work in progress, project time management</td>
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<td>participation and attendance</td>
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Total 100

### Learning Environment/Type

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Total 104

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Visual communication design to projects in various industries
- Effective communication techniques
- Entrepreneurial skills
- Critical thinking insights
- Business ethics
- Print design and development current topics

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:
### Course Name:
Advertising and Art Direction

### Course Number:
VCDP 2480

### Number of Credits:
3.0

### Effective Date:
January 2017

### Course Description:
In advertising design, there is a definitive difference between a creative concept and an idea. In this course, students will explore these differences then create advertising campaigns using type and image. They will create images that effectively communicate visual messages, and address the needs and preferences of clients and their target audiences. They will learn how to conceptualize the theme and story for a single page narrative, apply the idea through multiple advertisements, and then cater and customize visuals for different medias.

### School or Centre:
School of Trades, Technology and Design

### Year of Study:
2nd Year Post-secondary

### Course History:
New Course

### Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2470 with a minimum GPA of 2.0 (60%).

### Course Co-requisites (if applicable):
VCDP 2471

### PLAR (Prior Learning Assessment & Recognition)
- **No**
- **Yes** (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Create professional solutions for advertising briefs using creative art direction.
• Create a campaign for communication
• Adapt an image campaign for a variety of media formats
• Create a single page narrative poster using semiotics

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
• Predict industry trends to create audience driven visual communications
• Develop and evaluate valid design rationale using creative problem-solving techniques
• Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
• Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<tr>
<td>Project</td>
<td>30</td>
<td>final projects</td>
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<tr>
<td>Lab Work</td>
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Total 100

**Learning Environment/Type**

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<td>B - Lab (Computer, Chemistry...)</td>
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</table>

Total 54

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Advertising history and contemporary issues
- Single page narrative
- Semiotics
- Planning and designing for campaign considering idea and concept
- Multiple media considerations and message

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Diploma Portfolio

Course Number: VCDP 2490  Number of Credits: 3.0  Effective Date: January 2017

Course Description:
Students will select design projects, in a variety of formats and mediums, to finalize their portfolios in preparation for exhibition and graduation. They polish and refine their brand identity to promote the development of the skills, methods and collateral necessary to obtain employment in the industry. Students will be complete the program with various portfolios for different uses; a web portfolio, an ePub portfolio, printed booklet and an interactive PDF. Simulated portfolio presentations will support students in being persuasive and the value of their experiences and creative vision.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2471 and VCDP 2480 with a minimum GPA of 2.0 (60%).

Course Co-requisites (if applicable):
VCDP 2491

PLAR (Prior Learning Assessment & Recognition)
☒ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Develop a self-directed schedule for portfolio completion
• Review a portfolio effectively through critiques to gain a better understanding of real-world expectations
• Refine personal work portfolio selections
• Customize personal portfolio selections for multiple media
• Enhance and polish a personal brand identity
• Design and build an interactive e-pub portfolio
• Enhance a web portfolio concentrating on a target audience
• Enhance and promote a Behance Portfolio.

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
• Predict industry trends to create audience driven visual communications
• Develop and evaluate valid design rationale using creative problem-solving techniques
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| **Total**           | **100**    |

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<td></td>
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</table>

| **Total**           | **54**                   |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Create personal brand
• Developing a personal schedule for a project including all milestones
• Self manage expectations in allotted time
• Identify purpose and audience
• Conduct a work review and refine selected works
• Refine and adapt content for portfolio inclusion
• Display of portfolio for several media

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
## Course Outline

**Course Name:** Event Production  
**Course Number:** VCDP 2491  
**Number of Credits:** 3.0  
**Effective Date:** January 2017

### Course Description:
Students will prepare to effectively transition to employment in the graphic design industry. They will gain the skills required to promote their portfolio, and themselves, to a targeted demographic with an emphasis on gaining employment in graphic design. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.

### Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma and have successfully completed VCDP 2471 and VCDP 2480 with a minimum GPA of 2.0 (60%).

### Course Co-requisites (if applicable):
VCDP 2490

### PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Expand the principles of professionalism and ethics to event management pertaining to a graduation exhibition.
• Enhance self promote using social media
• Employ effective skills and methods to research employment and customize reference collateral.
• Write and enhance a cover letter and resume
• Enhance their professional network
• Demonstrate professional portfolio presentation skills.

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
• Predict industry trends to create audience driven visual communications
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<td>Lab Work</td>
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<tr>
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Total 100

Learning Environment/Type

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Total 78.5

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Self Promotion
• Creating a self-promotion system
• Customizing personal message for job applications including résumé and cover letter
• Designing résumé adhering to personal brand
• Proper voice and etiquette for event self promotion
Event Planning & Promotion
• Components, roles and responsibilities of event planning
• Principles of Event Design
• Review and select event venues
• Defining stakeholders
• Contractual requirements and budgeting
• Decorative elements considering brand
• Promoting event, audience lists and relationships
• Produce an event booklet and collateral

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Practicum

**Course Number:** VCDP 2500  
**Number of Credits:** 4.5  
**Effective Date:** January 2017

**Course Description:**
A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will prepare an employment search plan with instructor support and gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies. Upon completion students will provide a written reflection, and a final presentation and report on their work experience.

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Program and have successfully completed all term 1, 2, 3, 4 courses with a minimum GPA of 2.0 (60%).

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No  ☐ Yes (details below):
Course Learning Outcomes:

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

- Communicate skills, knowledge, and interest with a resume and cover letter and in an interview
- Research a career path and develop a professional network
- Observe workplace culture, norms, and expectations
- Request and reflect on feedback

Program Learning Outcomes:

Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
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## Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<td>Assignments</td>
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*Students must successfully complete all components to achieve "S"

**Total**

## Learning Environment/Type

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<td>P - Practicum</td>
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**Total 130**

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Placement strategy and plan
• Research and interviewing
• Specialization objectives
• Responsibilities and goals
• Conflict resolution and decision making
• Craftsmanship application and trouble shooting
• Client and workplace expectation management
• Project workflow for different environments
• Summary final report and presentation

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